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ABSTRACT

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Re-Evaluating Praise" (September); (2) "Making the Season Brighter: Tips To Create More Inclusive Holiday Programs" (October); (3) "Transitions: Changes in Place, Time, and Experience" (November); (4) "Status of SAC Credentialing" (December); (5) "Children and Divorce: How Staff Can Manage the Aftermath" (January); (6) "The Human Side of Space and Environment" (February); (7) "Literacy in After-School & Summer Programs" (March); (8) "Summer & School-Agers' Developmental Needs" (April); (9) "How Art Helps Children Grow: 7 Good Things for You To Know" (May); (10) "Summertime Studies: Science & Art Activities" (June); (11) "Dramatic Play: More than Pretending" (July); and (12) "Supporting Family Diversity" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (EV)

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School-Age NOTES
Volume XXI, #1 - #12
Sep. 2000 – Aug. 2001

Richard T. Scofield, Ed.

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Volume XXI #1 The Newsletter for School-Age Care Professionals September 2000

School-Age NOTES

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Re-Evaluating Praise

by Caulyne Burton, Managing Editor

Praise. Over the past twenty years adults have been told to compliment and praise children in order to build their self-esteem and create positive reinforcement. However, in more recent years, behaviorists indicate that we may be doing more damage than we could have imagined by praising children too often.

The Problem with Generalized Praise

While most adults have been encouraged to lavish praise on the children they interact with, new research suggests that the praise should be specific. An article in the August, 2000 *American School Board Journal,* "The Praise Problem," states that less than one percent of all of the talk from a teacher is connected to *specific* behavior. In "The Praise Problem," Susan Black states that those who are praised for being "smart" are likely to reduce their effort level and the level of the tasks that they attempt in order to maintain feeling "smart." These students are more likely to point to external factors that have impeded their performance—to make excuses. In contrast, those that are praised for their effort or persistence are more likely to challenge themselves in order to gain the attention that comes with repeated application.

...we may have been doing more damage than we could have imagined by praising children too often.

In his book *Punished by Rewards* Alfie Kohn admonishes, "Praise, like other rewards, often undermines the intrinsic motivation that leads people to do their best." The "smart" student seeks praise through the easiest means, the effort-praised student works to get through a project with the motivation of recognition.

The key to using praise effectively is to make it as specific as possible.

Methods of Effective Praise

The key to using praise effectively is to make it as specific as possible. Rather than commenting on artistic talent, for example, admire the details or the color.

Avoid focusing on innate skill sets, but acknowledge instead effort and persistence in problem solving. This enables the child to increase the tools they have to solve problems. Kohn states that we should not praise people, but rather, only what they do. By giving honest evaluations, students begin to understand what they need to improve upon and they are also able to measure their own progress. Educators must begin to make this distinction in order to create confident, motivated students.

In her book, *But They Spit, Scratch and Swear!* Mary Steiner Whelan offers three types of effective praise: *recognition, encouragement* and *coaching. Recognition* is the simple affirmation of the student's work, such as, "That is a really neat drawing."

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SAC Rebounds at NAEYC Atlanta

The National Association for the Education of Young Children Conference November 8-11, 2000 in Atlanta has 19 one-hour workshops on school-age care plus seminars and preconference sessions. This represents a rebound from last year in New Orleans which had only 11-- the lowest number since initiating a separate school-age track in 1984.

The number of workshops selected for any topic area is determined by the number submitted for each topic as a percentage of the total number of all workshops submitted. If 4,000 are submitted and only 1,000 can be accepted, then 25% of each track will be selected. Not only is this a fair way to assign the number of slots to a particular topic but it can also can be used as a barometer of interest for each topic--1998 Toronto had a record 23 school-age workshops. School-age professionals should remember this is a great opportunity to hear topics other than SAC by top presenters on issues such as administration (hiring, firing, parents, new director tips, assertive leadership), ethics, public schools, technology etc.

General schedule, registration, and hotel information are available now on the web at naeyc.org or in the July *Young Children.* All members should have preliminary conference programs by Labor Day and the preliminary program should be on-line by late August. If not a member, you can also request a preliminary program at 800-424-2460 or write NAEYC, 1509 16th St., Washington DC 20036. ❧

On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

What's Going On?

Keeping Parents Informed

An average day for a SAC worker includes wearing many hats—you might wear the chef's hat when you prepare snack, the nurse's hat when you care for the boo-boo, the police officer's hat when you break up a fight and the judge's robe when you help settle disputes. When you take the time to put on the Newspaper Editor's hat to prepare your program newsletter, don't you wish ALL the parents would actually read it?

Don't forget that parents are BUSY (aren't we all?) and they are probably inundated with newsletters from school, soccer teams, church, scouts, etc. How do you make sure your program newsletter does not get lost in the pile?

Simplify Your Newsletter

There are many types of newsletters, just be sure to be consistent—if you do it one month, they will expect it every month. Keep it simple and follow the same format each time. Use bold subtitles so the "scanners" can quickly find the information they are looking for. A calendar format works great and is easy to follow. Copy it on bright paper and keep a copy posted at your program site. Make sure your staff read it and are up on the "current events."

Parent Mailboxes

Whenever there are handouts to go home, always put last names on every sheet, even if the notes are going directly into mailboxes or backpacks. This way, when one is found on the floor (or folded as a paper airplane), you can quickly figure out who needs to get another. For permission slips, write the child's name right in the blank so it's all set for a signature. Every program should have some sort of "Parent Mailboxes"–this can be as simple as a portable hanging file box or clear shoe pockets hanging on the wall.

Door Greeters

Like shopping at *The Gap*, everyone that enters your program should be greeted by program staff. This is more than a courtesy, it is a good security measure as well. In addition to staff, after 5:15 (or later, depending on your pick-up trends) assign two children as the "Official Junior Greeter." Kids are thrilled to have this honor and responsibility. You might try having an "official" training session and possibly an "official" pin to wear. The greeters are stationed near the sign-out area and remind parents of upcoming events and let them know when there is something in their mailboxes.

Highlight and Reinforce

Each day (or week), highlight one item in your newsletter to "showcase" at pick-up time. Next to the sign-out sheet, post an abbreviated version in large, easy to read print. Parents who aren't likely to read through several pages can absorb the information one day at a time.

Don't forget to make it enjoyable. Share a funny story, tell a joke, keep it light. If you have time recap past events, parents LOVE to see their child's name in print. Take the opportunity to thank parents who have contributed time or supplies to your program. Include art work from the children. How about a monthly recipe… endless ideas to make your newsletter something to look forward to.

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by email at: survivalkitworkshops@yahoo.com.*

Congrats to Cara on her recent marriage!

Kid Wisdom 101

by Betty D. Wingo

Editor's Note: *In our August issue we offered Betty's "Kid Wisdom" and promised more would come in future issues.*

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director and has added her thoughts on what we can learn from them.

If you want a puppy, start out asking for a horse.

Though it may have taken me a while to get this one, it gives me a chuckle to think of how cleverly I used this as a youngster. As we attempt to provide quality service at an affordable cost, we frequently find ourselves scrounging around for resources to run our programs. So it doesn't matter whether you're writing a grant, begging a school board or sponsor, dealing with a facilities contractor or developing new partnerships...remember to first think BIG.

I've never met any human being that *always* gets what he or she wants the first try. To continue working at it until one sees satisfactory results is the ultimate commitment. Winners think like winners. They see victory in ordinary accomplishments. When you start out with an optimistic vision, often the unanticipated outcomes are even richer than what you initially sought.

If your dog doesn't like someone, you probably shouldn't either.

Simply put...*trust your instincts.* You didn't get to be a director without having good judgment and common sense. Use it.

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When School-Agers Swear

Developing Logical, Needs-Meeting Consequences

by Mary Steiner Whelan

***Editor's Note:** Mary Steiner Whelan's book* But They Spit, Scratch, and Swear! *offers school-age directors and staff sound guidance on dealing with the sometimes intractable behaviors of school-agers. In this excerpt, she tells the story of how she dealt with swearing in one of her programs.*

I was the teacher for the fifth and sixth graders in a school-age care program. I was at my wit's end about the problem of swearing. The site had children from home situations that differed greatly. In some homes swearing was common and more or less accepted. Swearing in some homes was offensive; in others it was sinful. I was under pressure to eliminate it from the program. ...Usually I didn't make pronouncements and list universal consequences. But I felt I had to make it obvious that I was doing something about the problem.

I worked long into one night coming up with what I thought was a solution. I invented a system that I put on a chart and explained to the children. It seemed reasonably logical and fair to me.

No Swearing Policy

- First time you swear, in a week, you will be verbally reminded to stop.
- Second time you swear you will get your name on the board with a check.
- Third time you swear you get another check and stay out of the gym (where most of the swearing occurred) for the day.
- Fourth time you swear you get another check and I call your parents at work.
- Fifth time you swear you are suspended for a week.
- End of the week all checks are erased.

The kids listened. There was a moment of silence when I finished explaining. They were figuring out what it meant to them.

"I get one free swear a week!" called out one of the main culprits.

That inspired more comments. "I'm going right to suspension," said another.

"My parents don't care if I swear, so I get four free swears!"

"You just try to keep me out of the gym!"

I pulled rank and told them this was going to happen whether they liked it or not and that we'd see if their parents cared. That brought on a barrage of swearing from those who had to test the system. I kept the swearers in the room. The rest I sent to the gym.

They would keep other words in their head that they could use instead of swear words.

By this time I had figured out that I had blown it. I think I got such a boisterous response because I was acting in a way that I didn't usually act. The kids were used to being treated fairly and having some input. They couldn't verbalize those things, but they knew that in some sense they were being treated unfairly. And they reacted to it.

...I told the kids we wouldn't discuss the plan anymore that day. They could choose to do activities in the room; I would work on cleaning out the closet. After about half an hour, my head began to clear. I told them that we would meet the next day, and that I wanted some serious help with solutions to the swearing problem.

They came the next day with many ideas. One child walked beside me as we moved from the bus to the room. "I stayed up all night thinking about this," he confided, very quietly.

The meeting began. No one questioned whether or not swearing should be prohibited. They all knew it had to be. The kids started sharing their ideas. They would remind each other to stop. Because they knew that swearing was a signal that they were losing control, they said they would walk away and think for second after they swore the first time. They thought that staff could just touch them on the shoulder when they forgot and a bad word came out.

They talked about not wanting to be looked upon by the other kids as the bad kids. Why couldn't people tell them once in a while what they did that was good, in front of those other kids? Could they be given a leadership role like hall monitor sometimes? If they swore, maybe someone else would get to do the job for a while. They would keep other words in their head that they could use instead of swear words. They would try to think of one or two of those words as they walked into the school-age care room each morning and afternoon. They suggested putting up a sign that said "Swear Free Zone."

We discussed over three days. On the fourth day we brought all the kids together and shared the ideas. We asked for other suggestions. The "meeting kids" (as they were now known) got positive feedback on their ideas. The other kids offered to help. Some admitted that they had some bad habits too.

We all wrote a letter to send home to parents that said we were working to be a "Swear Free Zone." Swearing diminished greatly. Not completely–some kids...had to be worked with individually. But the program became a more pleasant place. At the end of each week we evaluated our progress. After four weeks, things were going so well that we decided to improve other aspects of the program. By the end of the school year, we had proudly posted signs outside of the room that said:

Your are entering a swear free zone.

You are entering a put-down free zone.

You are entering a violence-free zone.

The kids learned self-discipline, and community-building skills and taught me lessons I will never forget.

Whelan's book, **But They Spit, Scratch, and Swear! The Do's and Don'ts of Behavior Guidance with School-Age Children** ***is available from School-Age NOTES for $27.95 ($23.95 for subscribers) plus $4.50 s/h ($3.50 for subscribers).***

Halloween Party Games

If you are planning a Halloween party or Fall carnival, try these fun and simple games.

"Booling": Set up your own holiday bowling alley. Decorate empty plastic soda bottles like ghosts (a ball of foil around the cap with a square of white fabric draped over it works beautifully.) and set up your ten "pins." Children can take turns trying to knock down all the pins with a playground ball. Boo!

Catch a Ghost: Let children do this one at a time so they don't bump into each other. Give each child a white balloon that is inflated, but not tied. The object of the game is to release the balloon and try to catch it as it flies around. This is best done outdoors or in a wide open space like a gym.

Mummy Wrap Race: This is a race where you try to be the first to wrap up your partner like a mummy. Use inexpensive toilet tissue and have your camera ready.

Candy Corn Race: Equipment needed: Candy corn, plastic drinking straws, paper plates, and paper cups. Each child tries to pick up the candy corn from the paper plate and put into his or her cup using only "lung power." At the end of one minute, see who has the most candy in their cup. Be sure there are no candy pieces that are small enough to be sucked up into the straw. ~

Fall Cooking

Apple Crisp

Ingredients:
2 lbs. tart green apples
1/4 cup water
1/2 cup sugar
1/2 cup brown sugar
1/2 tsp nutmeg
1/2 tsp cinnamon
1/4 tsp salt
3/4 cup flour
1/2 cup butter

Slice apples thinly (You can peel them if you want.) Put them in a shallow pan and sprinkle them with the water.

In a separate pan, sift together the dry ingredients and combine with the butter. Sprinkle this mixture thickly over the apples. Cover and bake at 350 degrees for 30 minutes. Uncover and bake another 30 minutes. Serve hot or cold. Yummy! ~

Oh Beans!

Here are some games you can play with a handful of dried beans:

Bean Balance: Have the children lay on their backs on the floor. Place a dried bean on each child's nose. On the count of three, have the children try to stand up while keeping the bean balanced on their nose. If they make it, have them try to lay back down.

Bean Jacks: Give each child a small cup of 10 dried beans. To play the game, spill the beans onto the table and place one on the back of your hand. While balancing this bean, pick up the remaining beans(with the same hand) and place them in the cup. If you are successful, you move on to level two by repeating the process, but this time with TWO beans balanced on the back of your hand. Continue on to level three. If a bean falls off your hand, you go back down to level one and start over.

Last Bean: This is a two person game and is very challenging until you learn the "trick." Start with twenty beans on the table between the two challengers. Taking turns, each player can take away one, two, or three beans. The object of the game is to be the person to take the LAST bean. The trick: Let your opponent go first. Make sure that the total number of beans in your combined turns equals four. For example, if they take two, you take two. If they take one, you take three, and if they take three, you take one. ~

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Cara Gordon-Gillis & Jennifer Glazier* ~

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35 Activity Ideas

The minimum number of Activity Ideas in this issue is 35. ~

OCTOBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
LEAVES	**Leaf Memory:** Find pairs of leaves that closely match and glue them onto 4x6 cards. Flip them over and play your own "memory" game.	**Leaf Press:** Make your own leaf press out of an out-dated encyclopedia or book. Line pages with tissue and tie it shut with a wide ribbon.	**Leaf Rubbings:** Lay a piece of paper over a leaf and rub with the side of the crayon to make a beautiful design. Use a variety of leaves.		**Twiggies:** Find twigs and branches with unusual shapes. Embellish with clay to make whimsical gnomes and creatures.
DISCOVERY		**Soda Pop Factory:** With a variety of frozen juice concentrates and seltzer water, create your own unique "concoctions."	**Egg Drop Contest:** Using recycled materials, design something that will protect an egg when dropped from a high height.	**Discover Program History:** Investigate the origins of your program and the building you are in. Share your findings with the community.	**Water Drop:** How many drops of water can fit on a penny? Ask the children for their estimate in advance and compare the results.
HOLLYWOOD	**Walk of Fame:** Create your own with posterboard and painted hand prints and autographs. Line the hallway to your program.	**Spa Day:** Turn your program into a health spa or beauty salon! Create new hairdos and "manicures." Have a fashion show. Snack at the "juice bar."	**Hollywood Squares:** Create your own trivia gameshow following the classic "Hollywood Squares". format.	**Make Your Own Movie:** Get out the video camera and make a movie. Too much work? Try commercials or a news broadcast.	**Academy Awards:** End your week with an awards ceremony. Give acceptance speeches, have live performances and celebrate!
HUNTING AND GATHERING	**Clay Camouflage:** Make small items out of play dough and place them in the room. Take turns trying to find the hidden "fakes."	**Outdoor Hunt:** Peanuts in their shells are inexpensive, easy to hide outdoors and fun to find. Check on allergies first!	**Huckle Buckle:** Hide an object. As kids find it, they call out "HUCKLE BUCKLE." Continue until everyone has found the object.	**Out Of Time:** Set and hide a kitchen timer. Find the timer before the bell sounds. Be very quiet and you'll hear the ticking!	**A-Z Hunt:** Find items that begin with each letter of the alphabet. Keep a list and be as creative as you can.
APPLES	**Shrunken Apple Heads:** Peel an apple and carve a face. Let it dry out over several days. Add hair and make a puppet.	**Apple-Cinnamon Dough:** Mix 10 tablespoons of applesauce with 4 oz. of cinnamon to form a dough. Roll and cut with cookie cutter. Air dry.	**Apple Prints:** Slice an apple in half. Dip it in paint and use it to stamp apple shapes on paper or fabric. Makes great greeting cards!	**Bake With Apples:** Make an apple pie, apple sauce, or baked apples. Have a recipe contest and vote on your favorites.	**Apple Survey:** Conduct a taste test and find out what your group likes best. Will it be Red Delicious or Granny Smith?
HALLOWEEN	**Beenie Baby Costumes:** Design costumes and masks for your favorite stuffed animals. Have a costume parade and take photos!	**Squishy Jack O' Lanterns:** Fill an orange balloon with flour (the more the better). Tie shut and decorate with permanent marker.		**Spider Webs:** Dip white yarn pieces in white glue and place on wax paper in a web pattern. Let dry overnight. Peel off wax paper and hang.	**Spooky Hands:** Place a candy corn in the tip of each finger of a plastic glove (*without* talcum powder), then fill the glove with popcorn. Yummy!

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

House Approves Juvenile Crime Funding

Expect about as much support for juvenile crime prevention next year as this year. The House passed an appropriations bill for the Dept. of Justice that keeps funding about the same. It would earmark $50 million for Boys & Girls Clubs out of the Local Law Enforcement Block Grant.

To combat juvenile delinquency, the bill would give the Office of Juvenile Justice & Delinquency Prevention $89 million in Formula Grants for states; $130 million for the Juvenile Delinquency Prevention Block Grant Program; $15.043 million for Research, Evaluation, Technical Assistance & Training; and $26.707 million for Developing, Testing & Demonstrating Promising New Initiatives & Programs. School-age programs that help keep kids out of trouble can share in the grants.

Finally, another $1.5 million would go to Law Enforcement Family Support, which can provide services such as school-age care for police families.

New Managing Editor

School-Age NOTES is pleased to announce the addition to our staff of *Caulyne Burton* as managing editor. Caulyne takes over from Joyce Maneck who left at the end of August to pursue other interests after 6 years at SAN.

Caulyne is primed to take SAN into the 21st century! In addition to editorial tasks, she will be looking at improving our online "presence" so that we can continue to serve our readers more efficiently.

Make a Difference Together

by Jennifer Gibson

Make A Difference Day Is October 28. What Can Your Program Do?

Have you ever thought about adding service learning activities to your school-age program but just didn't know how? Well, October 28, 2000 is *Make A Difference Day.* This is a national holiday of volunteering sponsored by USA Weekend, in partnership with the Points of Light Foundation. More than one million Americans participate each year.

Make A Difference Day is a great way to incorporate service learning into your after-school program. Service projects teaches school-age children about teamwork, responsibility, citizenship, and a feeling of accomplishment. The children, program and community benefit from service learning projects. These projects build relationships in the community, provide publicity, and encourage parent involvement.

Planning a Project

When planning a service learning project, first let the children brainstorm ideas on ways they can make a difference in their community. Then make sure the project is simple and age-appropriate. That way the children can accomplish their goals. Involve all children in the planning process. This may include gathering supplies, making phone calls, gathering volunteers, or collecting donations. Many local businesses are willing to donate supplies and some award grants for Make a Difference Day projects. Last year, Wal-Mart gave our program a $1000 grant for our project. It's important to develop partnerships with local businesses, food banks, churches, hospitals, volunteer or community centers, or other programs participating in a Make a Difference Day project.

Make A Difference Day Project Ideas

- Hold a food/ toy/clothing drive to help a food shelter, the homeless or foster children.
- Hold a children's festival to raise money for a community playground.
- Help clean up a community park.
- Go to a nursing home or children's hospital and do an activity with the elderly or children.
- Hold a "Teddy Bear Drive" and donate the teddy bears to children in the hospital or foster children
- Gather winter coats for "Coats for Kids"

After you have completed your service learning project, encourage the children to continue their service learning throughout the year. Make sure to thank those who volunteered or donated supplies. Celebrate the children's efforts and accomplishments. The children will also be rewarded by the feeling that they will receive throughout the service learning project. Not only is service learning helping the community and others, it is a learning experience for the children.

Available Resources

The Kid's Guide To Service Projects by Barbara Lewis. Available through School-Age Notes, 1-800-410-8780.

Service as a Strategy in Out-of-School Time: A How-To Manual produced by the Corporation for National Service and the National Institute on Out-of-School Time (NIOST). Free copies are available by calling 831-438-4060, ext. 142 or go to the NIOST website at www.wellesley.edu/WCW/CRW/SAC/.

Points of Light Foundation:
www.pointsoflight.org

National Make a Difference Day:
www.usaweekend.com/diffday

Jennifer Gibson is a School-Age Specialist with the Child Care Resource Center in Lorain Ohio.

Profile in a Box:

St. Paul Afterschool Care Enrichment Program

Westerville, Ohio

Rebecca B. Head and Nancy G. Rybak, Co-Directors

Program Administrator: Catholic School, non-profit
Space: Shared space
Years in Operation: 10
No. of Sites: 1
No. of Children: 55
No. of Staff: 5
Hours of operation: 2:30 - 6 p.m.
Summer program? No
Fees: $45 per week with a sliding scale for multiple children.

Dimensions of Program: Offering daily creative play, art, science, board games, cooking, guest speakers and workshops such as cartoon drawing, the program is challenged with a lack of space and their status as a somewhat "mobile operation." The directors stated that by working closely with the school principal a number of improvements to the situation have been made.

"We have a Co-Director team, in which we have split the duties of being a Director."

Special Note: "We have a Co-Director team, in which we have split the duties of being a Director. This makes our program work very well, and it is much more effective when there are two people to share ideas, to plan curriculum, activities, snacks and games, and to keep in contact with parents, children and staff."

Rebecca B. Head, Co-Director

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700.
Note: "Program Profile" and "Profile in a Box alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

Praise...

(Continued from front page)

Encouragement is another form of praise that shows you have noticed work and you elevate it without negative consequences. Whelan uses the example of a child painting and the following conversation:

"You look like you really enjoy painting."

"Yeah, guess I do."

"Some people who paint sign their work to let people know that they are the person who made the creation. Would you like to know how they do that?"

A conversation such as this validates the child's activity, but also gives them a chance to learn and experience new things through a process, allowing them then to develop their own. *Coaching*, the third of Whelan's methods, "builds on the skill [the student] has and [develops] new ones." This is often done through questions that focus on the child's methodology. Again, the attention is given to the development of tools that help the child learn about himself and his learning style. This allows them to succeed when there is no one there to praise them. Children then become self-reliant and more confident in regards to their skills. ❧

(See references right)

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SAC CONFERENCES

WASHINGTON Sept. 22-23, 2000
11th Annual WASACA Conference, Port Ludlow
Contact: Sarah Mello Temple, 206-323-2396

ILLINOIS Oct. 7, 2000
IL Child care Conference, Il . SACC Network
Bloomington, Contact: Carl ne Stambaugh
800-649-1766

SOUTH DAKOTA Oct. 14, 2000
SoDakSACA Conference, Chamberlain
Contact: 605-886-6666 or 605-773-6432

NEW JERSEY Nov. 3 -4, 2000 New Listing
NJSAC Coalition, Basking Ridge
Contact: Silvia Canabal, 973-597-1050

CONNECTICUT Nov. 4, 2000
CSACCA State Conference, Meriden
Contact: CSACCA, 860-349-7005, or email staff@csacca.org

N. CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

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PERIODICALS

September 2000

Celebrating
20 Years
1980-2000
of service to the
school-age care field!

RESOURCES

Light's On!

Plan to be part of Light's On! on October 12 when after-school programs across the country will be turning on their lights and hosting an "open house" for their communities. Parents, community leaders and organizations, local businesses, elected officials, and media will be invited to attend.

Light's On! A Celebration of Afterschool is sponsored by JC Penney and co-hosted by the National Community Education Association.

To register as a Lights On! event site, or to learn more about how you can participate, call the Afterschool Alliance at (220) 296-9378 or visit their website at:

www.afterschoolalliance.org

A Lights On! Action Kit will be distributed to all who express interest in taking part. You can bookmark the Afterschool Alliance website for updates.

Leadership Resource

The **Taking the Lead** project has a series of booklets and videos that illustrate innovative, culturally relevant approaches to leadership development in early childhood and school-age care.

To order materials contact: Taking the Lead Publications, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176. Phone: (617)738-0643 Email: centers@wheelock.edu

ericps.edu.uiuc.edu/ccdece/ccdece.html

National Youth-At-Risk Conference

The 12th Annual National Youth-at-Risk Conference will be held March 4-6, 2001 in Savannah Georgia at the Hyatt Regency Hotel. The conference is titled **"Reclaiming Our Youth: Building a Non-Violent Society."** Keynote speakers include Dr. Lisa Delpit, Dr. Robert Barr and Dr. Steven W. Edwards. The event is hosted by the College of Education, Georgia Southern University in Statesboro, GA.

For more information call Sybil Fickle at Georgia Southern University at (912) 681-5555 or visit the website at:

www2.gasou.edu/contedu/yar2001.html

Drama Resource Correction

We were informed after including the **Kids4Broadway** website resource in our August issue that the website address has changed. The new correct website address is:

www.pacificsites.net/~kidsplay

Volume XXI #2 The Newsletter for School-Age Care Professionals October 2000

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Making the Season Brighter:

Tips to Create More Inclusive Holiday Programs

by Caulyne Burton, Managing Editor

Holidays can be a time of confusion for many involved in school-age care. Simple costumes or hints of the occult at Halloween? What about the religious nature of winter holidays—candles, dreidels and Santas—or just snowflakes? What do you celebrate? What do you ignore? The need to be culturally sensitive and culturally relevant at the same time can lead to a flurry of political correctness and, sometimes, a lack of substance. How can we create activities for holidays without stereotyping certain groups? What is and is not appropriate? How can we avoid the gray areas and danger zones of celebrating holidays? The answer comes in many forms, each as individual as your own program, but here are some simple steps to evaluate your needs.

Evaluate Your Program's Participants

The first step toward developing a policy for holidays is evaluating your own program. A simple survey of the children and parents can generate a list of the holidays that they actively celebrate at home. This becomes a starting point. Some families may have strong belief systems that eliminate or magnify certain holidays. What do your program's participants typically celebrate at home? Who objects to Halloween? How much exposure to other faiths do parents want their children to have? What does you staff feel comfortable discussing and celebrating? What standards have been set by the local schools? Do you wish to mirror their policy or expand or narrow it? These are the questions that need to be introduced.

Communicate with Parents

Obviously, you must have open and honest communication with parents. Permission slips are a great way to keep parents informed as the holidays near. Provide detailed accounts as to the specifics of your activities. Encourage parents to ask you questions as to the nature of the celebration. Assure parents that their children will be engaged in other, separate activities if they decide not to have them participate in the holiday-related events. The goal is not to exclude children and make them feel left out, but rather to provide care within a framework determined by their parents. You can also create a space on permission slips asking parents to be guest speakers on topics that your staff may be less familiar with.

Respect What is Different

The main emphasis should remain teaching children about those in the world around them. By providing a forum through which they can learn about belief structures and cultural traditions other than their own, you create school-agers who are more open to differences, less biased and more equipped to interact with others.

Make the Lessons Personal

The key is to create activities for holidays that allow children to personalize the information. Perhaps a child in the group celebrates Hanukkah and

(Continued on page 7)

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Opportunities & Concerns for Out-of-School Time in the Next Century

by Mary Lavo Ford

Editors Note: The National Insitute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.

I expect that I am not alone in finding it both gratifying yet sometimes confusing to see all the interest in school-age programs mushrooming. With more people looking at our field from different angles, we have more opportunities— for more allies and partners, for funding and positive public relations, for expanding, improving, stabilizing, and professionalizing the programs we offer to children in our communities.

Should kids be playing or focusing on academic skills during their time after school? How do we measure a program's positive impact? Who should control the new funds?

(Continued on page 6)

On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

A Few of Our Favorite Things

While we do not make it a habit to endorse any particular product or brand, we do want to share with you some of our favorite things. Most of these are available at your local hardware or office supply store. Perhaps one or two of our suggestions will solve that pesky storage problem your program is facing.

Banker Boxes

These are cardboard boxes with lids that you assemble yourself. They are quite sturdy and stack neatly for storage. Since the boxes will last longer that the supplies in them, try this method for a non-permanent label:

Using spray adhesive, attach clear pockets to the fronts of all your boxes. Simply slip a sheet of paper with the contents of the box written on it and your box is clearly labeled. Change the paper when you change the contents.

Not only are these boxes great for supply storage, they're wonderful for projects in progress (you can carry them around by the handles) and for activity kits and "prop boxes."

White Buckets

These free buckets can be found at bakeries and delicatessens and are great for storing recyclables, sand toys, fabric, just about anything! Flip them over and you have a stool. A board or an old door on top of four and you have a great, low table for playing board games. They are also handy to have around for water games and tie dye projects.

Laundry Baskets

Each child should have a designated spot to store his or her belongings. This can be quite a challenge for programs operating out of shared space like a cafeteria or church basement. If built in cubbies are not an option, consider inexpensive laundry baskets. They 'nest' together when not in use and can be stacked up and pushed into a corner or closet during non-program hours.

Sticky Labels

Use the round color coding labels to keep track of supplies from different sites, things stored in different cabinets, books for different age groups, etc. Repositionable labels are fantastic! These can be used on storage boxes, shelves, file cabinets and more. Best of all, they just peel off . . . no more scraping! Great for kids lockers!

Rolling Carts

If you use mostly (or all) shared space, a rolling cart is a great way to store and move supplies around. You just have to make arrangements to have a safe place to "park" it after hours. For sturdy and long-lasting carts, try the Rubbermaid catalog at 800-362-1000.

Modular Storage Cabinets

Great for those small items that are always getting lost. Paper clips, hot glue sticks, googly eyes, brass fasteners, etc. can be sorted and stored in the mini drawers.

Tile Board

Available in hardware stores, it is usually sold in very large sheets. Have the store cut the board into different sizes for custom-made wipe off boards. (Use standard, dry-erase markers.) Great for organizing and posting information, and don't forget to designate one for "kid use only" for playing school, pictionary, etc. Have the boards cut into 'individual sizes' great for game shows like pictionary or trivial contests.

If you have a *favorite thing* you want to share with us, email us and we'll select a few to share in future columns!

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkitworkshops@yahoo.com.*

Missing September?

A problem at our mail house may have caused some of the September newsletters not to be delivered. This is a similar problem to what we experienced in May when the city, state and zip code were left off of some newsletters. We have worked to make sure that everyone received their newsletters. However, if you did not receive the September newsletter (the feature story is titled "Re-Evaluating Praise") then call us at 800-410-8780 and we will send it to you.

This applies to U.S. subscribers only. We apologize for any inconvenience this may have caused. Our mail house has found and corrected the error.

Address Change

Your address may have changed and you don't know it. You may receive your mail without problem, but it may be slowed down or occassionally returned because it doesn't fit post office standards. This is particularly true with rural routes or omitting directionals (North, West, etc.) or spelling (D.B. Smith Blvd. should be Douglas B. Smith Blvd.) In each case, the postal system's database will not recognize your address and will not barcode it. If there is no barcode above your address (above the asterisks) on this newsletter, it means that your address was not found in the U.S.P.S. database. Contact your post office and then alert us of changes.

School-Age NOTES

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Kid Wisdom 101

by Betty D. Wingo

Editor's Note: *Since August, we offered Betty's "Kid Wisdom" and promised more would come in future issues.*

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director. She has added her thoughts on what we can learn from them.

Ask why until you understand.

Even as adults some of us still do not really get this one. The trick is not in the asking but in the listening. Understanding only happens when you truly listen. As you interact with others, heed the advice of Stephen Covey who tells us, "Seek first to understand, then to be understood." Spend time asking staff, parents, and even children how they think the problem is going. Be prepared to invest time and energy listening to what they have to say. When you stop listening, the program stops thriving. Listening involves more than hearing words. It involves patiently observing non-verbal signals provided by parents, children and staff for additional messages. It involves giving opportunities for them to tell you face to face and anonymously how they believe the center or program could be improved. Whenever possible, the service should exceed the expectations. Listen more. Talk less.

When you plant birdseed, you won't grow a single bird.

As a child, did the discovery that a bird wouldn't grow from planting seeds ever deter you from trying new things? Of course not. If you want to be a great director, have a strong vision. A clear vision is simply a picture of how things would be if everything was running as planned. The most powerful vision is one of perfecton. In a perfect world, when that child planted birdseed, a bird would actually grow because the child tried to make it happen. Unfortunately, we all know that this is not a perfect world.

However, the people that work with you need to be inspired. Just because you're grown up now doesn't mean you shouldn't dream. Create a vision of a perfect program or center in your mind. Strive to achieve it.

Communicate your vision to others and invite their input so they share the dream. That is what empowerment is all about. So what if it doesn't work out just exactly as you anticipated? Marvel at the things that go well and avoid the tendency to dwell on the things that do not. Resist the urge to place blame. It won't solve anything. Accept the glitches as life lessons, take responsibility if you need to and get on with it. Complaining won't rectify anything and will simply create more stress for you and your program.

It doesn't matter who started it.

Whoever knew that those little childhood squabbles would lead us to such an enduring life lesson in personal relationships? Being a good director isn't about being right or wrong and it's not about being bigger. Rather, it is a philosophy about being *effective*. It also should be about helping those who work with you realize their full potential. Let others know how much you appreciate and value them. Use personal visits, verbal praise, letters and notes. Effective directors also know the value of teaching and leading others how to resolve conflict appropriately. So next time you are dealing with a difficult staff member or a confrontational parent and/or child, approach the situation in a manner that results in a win-win situation for everyone concerned. When humans (regardless of their size or age) can maintain their dignity, they are happier and the program is more effective.

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

Alien restrictions don't apply at HUD

Don't worry about including non-citizens in school-age programs financed by the Dept. of Housing & Urban Development. The department ruled that the provision in 1996 welfare reform law restricting benefits eligibility to legal aliens arriving in the country after August 22, 1996 does not apply to its programs.

Committee approves athletic league support

Police Athletic Leagues (PALs) may become a bigger factor in the after-school equation. The House Judiciary Committee approved the National Police Athletic League Youth Enrichment Act of 1999 (H.R. 3235), which would authorize $16 million/year for five years for PAL school-age programs.

PAL, 320 chapters operating more than 1,700 facilities, serves about 1.5 million youths aged five to 18. Law enforcement agencies sponsor most but they rely mainly on volunteers and private support.

In addition to supporting existing programs, the bill would provide seed money to start 50 new programs a year in areas with "a high percentage of high-risk youth," including public housing projects and Indian reservations.

Each grantee would have to offer at least two of the following activities: mentoring, academic help, recreation/athletics, or technology training. Programs could also provide substance abuse and gang prevention activities; health and nutrition counseling; cultural or social programs; conflict resolution, anger management and peer pressure training; job skill preparation; and conferences or youth forums. The Department of Justice would have to use at least 2% of the funds for research and evaluation, at least 1% for technical assistance and 1%-6% on administration.

Thanksgiving

Historians tell us that the first Thanksgiving feast celebrated by the Pilgrims and the Native American Indians probably included neither turkey nor corn. Nevertheless, both have become a part of the traditional American Thanksgiving dinner. And it *is* believed that the Indians taught the Pilgrims much about growing and using corn. With that in mind, why not try one of the activities below.

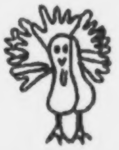
The Gobble Gobble Game

One child is chosen to be IT and must sit at the front of the room with their eyes closed. Another child is chosen to be the TURKEY and must hide somewhere in the room. Once hidden, the turkey starts to gobble. Keeping their eyes closed, IT has to guess who the turkey is by the sound of their voice.

Feet and Hands Turkey

Materials required:
Assorted colors of construction paper, Scissors, pencils and glue

With shoes on, trace two feet on brown construction paper. Next, with your fingers spread, trace two hands on yellow, two on red, two on orange and one on white (or any colors you choose). Cut out all the hands and feet and assemble them with glue, following the picture below. Make eyes, beak, wattle and feet out of construction paper scraps.



Watch Corn Grow!

You don't need to live on a farm to do this activity. Simply fill a zip-lock bag about half way with dirt. Add a few popcorn kernels and enough water to make it moist. Seal the bag and place it in a sunny area. Within a week, the seeds will begin to sprout.

Mmm... Corn Chips

Almost everyone likes corn chips, but not many kids have made them from scratch. Home made corn chips are delicious and easy to make. Adults should supervise closely.

Ingredients:
1/2 cup cornmeal
1/2 tsp. salt
1 3/4 cup boiling water
1 tsp. butter

Preheat oven to 450 F. Combine the cornmeal and salt in a large bowl. Add 1 cup of boiling water and stir. Than add the butter and stir until melted. Pour in the remaining 3/4 cup of boiling water and stir again. Drop by the teaspoonfuls onto a greased cookie sheet. bake for 15 minutes or until light brown.

Squishy-Sloppy-Smelly Fun

Children learn best when using all of their senses. The more senses an activity can include, the better! Below are some simple recipes for a sensory stimulating good time. The ingredients required are minimal and inexpensive, but the result is hours of hands-on tactile fun.

Slimy Stuff

- 1 pound cornstarch
- 1 1/2 cups water (approx.)
- 2 drops food coloring

Mix all the ingredients together in a bowl. Add water until it is a bit runny. This is a neat concoction because it acts like both a liquid and a solid. You can squeeze it into a ball, but once you open your hand, it will ooze like a slimey liquid.

Scratch and Sniff Paints

1 tbsp. kool-aid powder (unsweetened)
1 tbsp. warm water

Mix together in a small cup to make a sweet smelling paint. Allow your paintings to dry for at least 24 hours before you scratch and sniff.

A Sensory Experiment

Did you know that yawning is contagious? Even scientists don't know exactly why, but watching someone yawn will more than likely make you yawn, too. Try it out! See how many people you can make yawn.

Lemon Fresh Invisible Ink

Kids love to send secret messages to their friends. Invisible ink doesn't get any easier than this. Squeeze lemon juice into a paper cup. Use a cotton swab dipped in the lemon juice to write a message on a sheet of white paper. When held up to a heat source, such as a light bulb, the invisible message will "magically" appear. (Caution: Hot light bulbs can cause serious burns if touched. An adult should supervise this portion of the activity.)

Plastic Putty

1/2 cup cornstarch
1/2 cup flour
1/4 cup glue
1/4 cup water
6 drops food coloring

Mix the water, glue and food coloring in a small bowl. Combine the cornstarch and flour in another bowl. Gradually add the flour to the glue mixture. Mis until stiff, then knead on a well floured surface. Mold it on wax paper, then allow it to dry to a hard, plastic-like substance.

Byline...

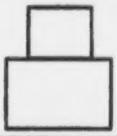
-This month's **Activities and Ideas Corner** pages were written by *Gina Capellone* of Vernon, CT.

---

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

NOVEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NOVEMBER DATES	November is National American Indian Heritage Month. Many tribes emphasize 4 virtues: generosity, wisdom, fortitude and bravery. Can you demonstrate each of those over the month?	Nov. 2, 1734- Daniel Boone, a famous pioneer's, birthday. "Explore" the outdoors near you. Where in a park or playground would you set up a house? Who would you bring with you?	Nov. 4, 1922- King Tut's Tomb was discovered. Ancient Egptions built giant stone pyramids. Can you make a human pyramid?	Nov. 7,1867 Madame Curie was born. She was the 1st woman to win a Nobel Prize. Plan an award ceremony for the people in your center that have worked hard to do something.	Nov. 14, 1840 Claude Monet was born. He painted more than 240 versions of waterlillies. Pick something in nature you like and see how many times you can paint or sketch it.
SPIDERS	Read The Very Busy Spider by Eric Carle or I Love Spiders by John Parker.	Make web rubbings. Use Elmer's glue to "draw" rubber bands on sturdy oaktag. Let dry. Place a sheet of black paper over it, rub with a white craon.	To make a giant spider, stuff a black trashbag with crumpled newspapers. Cut another into 8 strips and staple them on as legs. Make eyes with white paper.	Spaghetti Spider Webs. Mix cooked spaghetti with Elmer's glue. use strands to design a web on wax paper. When completely dry, pull paper away.	Spider Snack: Spread peanut butter between two Ritz crackers. Use pretzel sticks for legs. Place 2 chocolate chips or raisins for eyes.
NUTTY NOV. HOLIDAYS	Nov. 3 "Sandwich Day" Invent a super deluxe sandwich. Be as creative as you like.	Nov. 6 "Marooned Without a Compass Day" Pretend you are stuck on a deserted island with your friends. What would you eat? What would you do?	Nov. 16 "Button Day" Make something with old, assorted buttons. Try a collage, a necklace or bracelet, or a pony tail elastic for your hair.	Nov. 21 "World Hello Day" Learn to say hello in as many languages as you can. (Foreign language dictionaries help here!) HOLA! GUTEN TAG!	Nov. 22 Your Own Country Day Make up your own country- you are the ruler. What is the name? What are the laws? What do the people wear? eat?
USE YOUR SENSES	Punch holes in the top of empty plastic film containers. Fill 2 with cinnamon, 2 with garlic, 2 with pepper, etc. Kids try to identify the pairs by smell.	Using film containers again, fill 2 with sand, 2 with pennies, 2 with rice, etc. Kids match them according to sound when they rattle.	Sort pennies by sound. Copper pennies (minted before 1983) make a ringing sound when dropped on tile. Zinc (post 1983) sound dull and tiny.	With your eyes closed, try to identify other children just by feeling their hands.	Our sense of smell actualy helps us to taste things! Try eating different things while holding your nose. Notice any difference?
SPUR OF THE MOMENT	Head outside for a late autumn walk. Try to remember all the fall sounds you hear. (Leaves crunching, geese, etc.)	Ask everyone the sounds they remember. Try to put them together as a story, poem, or haiku.	Clean up! Post a list of jobs and let the kids volunteer to help. Wash tables, organize cabinets, sweep the floors-- together!	Cut pictures from a magazine-- whatever looks interesting. Place them in a box, and pull one at random. Tell a two minute story about what is in the picture.	Form 2 relay teams and give everyone an inflated balloon. As a relay team, each player must run to a chair, pop the balloon by sitting on it and return.
BOREDOM BUSTERS	Create a sky scraper using assorted sizes of cardboard boxes and masking tape. 	Set up a grocery store! Save empty food boxes, play money, brown paper grocery bags and a toy cash register if your program happens to have one.	See how many ice cubes you can stack. (Probably not many!) Then sprinkle them with salt before you stack. If you can stack more than 5, you're better than most!	***IS YOUR COPY LEGAL??*** If you are reading a photocopy of this page without a permission statement, it has been illegally copied. Many people do not realize that copyrighted material (often indicated by ©) is not to be reproduced for distribution such as to other sites on a monthly basis without permission. (Permission is not needed for one-time, non-resale use such as a workshop.) School-Age NOTES provides discounts for group subscriptions to accommodate multiple site programs. For more information call 800-410-8780.	

Opportunities...

(Continued from front page)

When police chiefs, politicians, churches, entertainers and chambers of commerce are now saying the hours out-of-school are critically important, how do we work with them toward what we already know are children's needs for quality and quantity of programming?

Improved opportunities now exist with sometimes disconcerting clashes of opinion. Should kids be playing or focusing on academic skills during their time after school? How do we measure a program's positive impact? Who should control the new funds—Superintendents? Community-based groups? Parent boards? Should access be free to the users or fee-based, with subsidies for families in need? Should programs be in schools or in a neighborhood setting?

At the National Institute on Out-Of-School Time (NIOST), we have recommitted ourselves to many of the principles that we have espoused for more than two decades. We are working to apply this spirit to the challenges of a new century. Based on research and our contacts within the field, we believe that consistency of contact with caring, well-trained staff and the availability of varied, balanced programming within a safe structure are good for all aspects of children's development. We welcome more exchange and dialogue between the traditional field of care for school-age children, the recreation and youth works fields (where there is a new emphasis on older children's healthy development, not just preventing problem behavior), and the field of formal public education, which is getting so much attention these days. At NIOST, we believe there is an unmet need for both "care" and for "learning" after school. Defining program objectives, documenting results and researching which aspects of programs produce good outcomes clarifies goals and helps to meet them.

The efforts to build mutual understanding and collaboration with public schools are certainly not new. The National Association of Elementary School Principals first contracted with NIOST in 1988 to create a guide for quality standards for after-school programs. This was updated a year ago. Yale's School of the 21st Century programs have been underway for years. Non-profit groups and higher education have increasingly partnered with schools, often including after-school hours. Many communities have sponsored efforts between education authorities and child care programs to coordinate schedules and transportation.

My "Year 2000" wish for out-of–school progress is that we all take a deep breath and commit ourselves to using this opportunity so that more of our nation's children get quality attention during out-of-school time.

Many long-time providers of out-of-school programming have been experiencing what seems like a seismic shift. The federal education authorities, the President, and Congress dispense tens of millions of new dollars for schools to stay open and to incorporate academic reinforcement, as well as for partnerships with community services and organizations. Major foundation giving has increased, and the National Governors Association, the National Conference of State Legislators and the National League of Cities have sponsored sessions on the topic.

In some places, the 21st Century Community Learning Center grants are reported to have induced stress, not just collaboration, and reports of battles over space and maintenance costs are common. There is widespread uncertainty regarding what funding sources will outlast the three-year federal education grants. In some states, there is fear that emphasis on high-stakes public school testing may show after-school programs to be "flunking" in their newly assigned role of upgrading basic skills.

As out-of-school spreads, there are also great success stories. New York's local neighborhoods so strongly supported the positive presence of the Beacon programs, the city preserved and expanded them even after political attack. NIOST, aided by the Wallace Reader's Digest Fund, documented in the three MOST (Making the MOST of Out-of-School Time) cities (Boston, Chicago and Seattle), how well community-based organizations and advocates can work with experienced consultants to create local, state and national partnerships. More young people, especially those from poor populations, are being served at the same time as quality improvement mechanisms and long-term funding strategies are building sound, sustainable systems.

While research, as discussed in "A Multiple-Intelligence Approach" in the Spring 2000 *School-Age Review*, develops theories about how children learn, public school advocates and critics alike are frustrated by how difficult it is to get today's youth to concentrate on learning in traditional classrooms.

Our reality is that most mothers work and we have made it federal policy that they do so, yet the daily media confirms the risks faced by kids on their own when out of school. Given what we know, I enthusiastically welcome the era of heightened public and private interest in programming for children after school.

My "Year 2000" wish for out-of–school progress is that we all take a deep breath and commit ourselves to using this opportunity so that more of our nation's children get quality attention during out-of-school time. We should build lasting bridges with our colleagues in allied fields. This includes state and federal policy offices and local communities where various program emphases, sites, operating styles and funding streams should complement each other. Each child or teen and her or his family can then identify a web of affordable, accessible opportunities for safe and caring learning, fun, and personal growth.

Mary Lavo Ford is the Director of the National Institute of Out-of-School Time at Wellesley College Center for Research on Women.

SAC CONFERENCES

ILLINOIS Oct. 7, 2000
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Bloomington, Contact: Carlene Stambaugh
800-649-1766

SOUTH DAKOTA Oct. 13 - 14, 2000
SoDakSACA Conference, Sioux Falls
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IOWA Oct. 21, 2000 NEW!
ISACA State Conference
Contact: Tammy Thompson, 641-682-6285

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Do we have your conference dates?

Holidays...

(Continued from the front page)

can talk about the activities in their home during the holiday. Children learn best when they are actively engaged— we know this—so allow them to relate to the information first hand.

Utilize community members and parents as additional resources that create a more authentic, thus more engaging, explanation of various holidays. Do your own research and teach children about lesser known holidays in other cultures, regardless of whether or not they are celebrated in your region. For example, you could look at the different origins of a Santa-figure. Or perhaps explain how pumpkins grow, why harvest celebrations exist in many cultures, and many more!

Again, the key is to make it as specific as possible, through guest speakers and the children themselves whenever you can, and to align your views of what is appropriate with those of the parents, providing alternate activities that allow everyone to grow. ♣

Profile In a Box:

Florence Fuller- West Campus

Boca Raton, Florida
Rhonda Rogers, Director

Program Administrator: Private
Space: Child care center
Years in Operation: 6
No. of Sites: 2
No. of Children: 75 at each site
No. of Staff: 6 total
Hours of operation: 2 - 6 p.m.
Summer program? Yes
Fees: $35 per week, $70 per week for summer programs

Dimensions of Program: "Our unique focus is our two conflict resolution programs: 'I Care Cat' and 'Fuss Busters.' We have been working hard to teach our children to use their words and not their hands." *Rhonda Rogers, Director.* Daily activities at Florence Fuller range from arts and crafts, homework assistance, local field trips, sports and "food experiences."

Serving after-school children from 5 to 13, Florence Fuller's West Campus is a fun place to play and grow.

Special Note: Parents are involved through a program called P.S.P. (Parent Support Project), meeting weekly for activities such as Bingo, Family Movie Night, and arts and crafts.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700.

Note: "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

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PERIODICALS

October 2000

Celebrating
20 Years
1980 2000
of service to the school-age care field!

RESOURCES

Job Bank for the School-Age Care Community

A new website has been started specifically designed to serve as a national job bank for the school-age care, after-school, before-school, camps and day care. The site explains it as "the online classified for the school-age care community."

www.outofschooltimecareers.com

Potato Puppet Prevention Program

Children's Resource Center of Scottsdale, Arizona has a line of puppets and scripts that address social and personal issues. From adoption and divorce to Alzheimer's and sibling rivalry, twenty scripts cover a wide range of topics. These puppets and scripts allow children to have their voices heard. The Potato Puppets can be found online at: **www.childrensresource.com**, then click on parenting.

Beyond the Bell Toolkit Available

"Beyond the Bell: A Toolkit for Creating Effective After-School Programs" by Katie Walter, Public Impact, Judith Caplan and Carol McElvain, NCREL is now available. This report is designed to "help after-school program staff plan and make good decisions in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation and communication."

Included within "Beyond the Bell" are "tools" such as surveys for parents, students and staff, planning worksheets and other forms which can aid in a more successful program. Copies of the report can be obtained free of charge by calling 1-800-356-2735, extension 3030 or can be downloaded from:

www.ncrel.org/after/bellkit.pdf

Correction

Last month, we gave the phone number for the Light's On! Program with the incorrect area code. The correct number is (202) 296-9378.

On-line Training for Child Care Program Directors

The National Child Care Association (NCCA) is sponsoring an on-line course titled "Marketing Your Child Care Center" specifically for child care program directors.

Available from Learning Options, directors can spend as much or as little time as they like on different areas of the class, working on it whenever they wish through the technology of on-line learning.

If you would like to enroll in this course, go to the NCCA website, **www.NCCANet.org** and click on Learning Options. The cost is $75 and .25 CEU's are available for the course. For more information, call 800-543-7161.

Note: The inclusion of a product or service on this page does not indicate review or endorsement by School-Age NOTES.

Volume XXI #3 The Newsletter for School-Age Care Professionals November 2000

School-Age NOTES

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Transitions: Changes in Place, Time, and Experience

by Judith Bender, Charles H. Flatter and Jeanette M. Sorrentino

***Editor's Note:** The following excerpt is from* Half a Childhood: Quality Programs for Out-of-School Hours, 2nd Edition, Completely Revised, School-Age NOTES, Inc., *2000.*

A transition is simply the change from one experience to another. The ease with which children handle transitions may vary, depending on the ways that experiences of change have been approached throughout their lives—ranging from harsh commands to gentle introductions, from threats to appeals to the sense of adventure. Reactions to changes in experiences may result in confusion, resentment, or resistance, but if transitions are handled well, they can result in cooperative, easy-going behaviors. School-age programs generally include transitions such as the initial enrollment in the program (a big change in routine), the daily arrival from home or school, the return after absence or illness, movement from indoors to outdoors or to another group, or simply the time between one activity and the next activity.

Since the goal for children is self-control and self-direction, the fewer adult commands and gimmicks (e.g. bells, whistles, flashing lights), the better.

Transition times can be thoughtfully planned by reviewing the activity schedule, room arrangement, traffic flow, and the manner in which adults give directions to children. All of these factors relate to the prevention of transition problems. Since the goal for children is self-control and self-direction, the fewer adult commands and gimmicks (e.g. bells, whistles, flashing lights), the better.

Minimize waiting time. If some children must wait for others, provide something to do, with books, tapes, videos, songs, etc.

Encourage an activity if there's nothing to do. On long transportation rides or at the end of a day when a parent has not arrived, children can pass the waiting time with travel games, books, tapes, a new board game, or a snack.

Provide ongoing projects. Some activities that children can start and stop while waiting are weaving, large puzzles, knitting, construction materials, and ongoing chess games.

Specific Transition Times Include:

Welcoming new children. Even older children may need help in entering a new out-of-school program. A personal interview, introductions to staff, and visits before starting are important. One or two children can show newcomers around, or children might enjoy a buddy system. New children can also bridge their personal lives with the program by borrowing records, tapes, and books from the program or by sharing personal materials with new friends.

Daily arrivals. Each boy or girl likes to be genuinely recognized by a familiar adult, warmly greeting them by

(Continued on page 6)

INSIDE

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Older Kids Conference in Question

Will there be an "Older Kids Conference" next year? At this point it is questionable. Two states have shown some interest but neither feel they can pull it off in less than 12 months. As we go to press one of the states was once again polling its board members whether to sponsor the conference for 2001.

The Older Kids' Conferences have no national organization sponsorship. NSACA (National School-Age Care Alliance) has helped with marketing and has held its fall board meetings at the conference. It started in 1994 as a two-state conference, Oregon and Washington, that attracted national presenters. Based on the interest and success, Colorado the next year held it and promoted it as a national conference. Since then various state school-age groups have vied to hold it. Past conference chairs have played referee to help decide where it should be. (This year that would be Flo Reinmuth 614-224-0222 x 162 and Tracey Ballas 614-933-0122.)

California Forges Ahead

The California School-Age Consortium (CalSAC) has announced its first statewide Middle School Conference January 12-13, 2001 near San Diego. Call 415-957-9775 or visit www.calsac.org.

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On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

YOU GET WHAT YOU LEAST EXPECT

You Can't Overplan For Health and Safety

Before getting too far into the school year, step back and examine your program policies regarding *health and safety*. Keep in mind that your state's licensing requirement is the *minimum* standard and that your program can create policies and practices that go well beyond this minimum. In most cases, flaws in your plan are only illuminated when something goes wrong–usually a "near miss." Have you ever found yourself saying, "We were lucky! What if. . .?" Use that "what if" as an opportunity to revise and improve your plan. Some things we learned from our "near misses":

Role Play Everything

Expect the unexpected! Staff should be trained in first-aid and CPR, but do you have a plan for an earthquake? What if it is a staff person that is injured on a field trip? Role play different situations in staff meetings and get the staff "ready for anything."

Emergency Cards

Programs should consider having two sets of emergency cards on hand. This way, one can go on a field trip, one stays back. One can go in the ambulance with the child, one can stay with the staff person still trying to contact the parents. One can get lost, you still have a back-up.

Store cards in alphabetical order in a small three ring binder. This way, they will never be out of order or be misplaced, spilled on, etc. Have sets of emergency cards for your staff also. If they get injured, you will need their phone numbers and medical information all in one place.

Check Medications

If your program administers medication and keeps the meds stored on-site, make it a habit to check them on a regular basis. (It is a part of our monthly First Aid Inventory.) Learn how to determine if an inhaler is running low. Check to make sure none of the medication has expired. The potentially life saving medication in an Epi-Pen has an expiration date! If you have children with severe allergies requireing an Epi-Pen, make sure EVERYONE on staff is trained to use it– role play the steps each month so everyone is confident they can do it. Don't forget to train newly hired staff!

Field Trip Pass

Not all kids will know the name of their after school program, let alone the phone number if they should need it. Have a card for each child to carry on a field trip. (We laminated ours.) The card should have information about the program (phone number) and instructions on what to do if you get separated from the group. Older children can follow the directions, younger children can give the card to a police officer or uniformed museum attendant, etc. Be sure to avoid visible nametags or visible indications that children are traveling with a school group.

Head Injuries

This sounds silly, but it is often overlooked. Your face is part of your head. A child who has a facial injury (gets hit with a ball) should be watched for signs of a head injury (concussion) just as closely as a child who falls and hits his/her head. Since symptoms of a concussion could develop later in the evening, be sure to notify parents of any and all head injuries. We give parents pre-printed "instructions" that include any symptoms that would require immediate medical attention.

Ice Packs

You need plenty! These can be made in your freezer by freezing a wet sponge inside a plastic baggie. Save the expensive chemical ice packs for off-site events.

Head Counts

The most basic of safety procedures, and one of the most important. An "official" head count is done out loud while the children are still. Two different teachers should do a count separately and compare results. When in transitions, (getting on and off a bus) or moving from one location to another always do an "official" headcount. At all times in between, do a mental head count about every 5 or 10 minutes. (Increase frequency of counts in large crowds, traffic, or near water.) Each staff person should always carry a written list of who is in their care. An additional list should be posted at the program site.

In Conclusion

We only chose a few examples. We are certain that everyone has a story or two about when they were caught off guard or when the thing they least expected actually happened. You obviously can't prepare for everything, but do make it a practice to discuss all issues and concerns with your staff team– right away. Don't put off making improvements to your safety plan–it is too important! ♣

"On-Site Insights" is a regular column appearing in SAN each month. Both authors work with children and families in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkitworkshops@yahoo.com.*

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Of Elections and Service

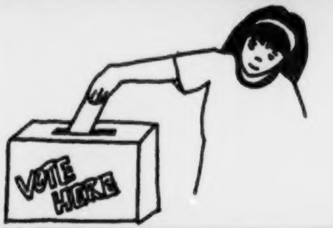
***Editor's Note:** This article originally appeared in January of 1998.*

Redirecting is a common technique when conflicts arise. Beth Thornburg, director of the after-school program at the University School of Nashville, relates her program's experience in trying to redirect election passions and the associated negative behaviors. The conflict arose over the 1996 presidential election between Clinton and Dole, with the usual name-calling and character assassinations.

Even after discussion of correct campaign behavior, many children mimicked the national elections with inflammatory statements about other candidates and with the defacing and stealing of signs.

"We talked about what adults do and what we do not like about it," Thornburg said. "We saw an opportunity to learn about the election process. We talked about politicians who brag and say untruths and about campaign workers who steal signs. We didn't like it and we were going to make a change."

They decided to have an election within the program to elect school-agers as director and assistant director "for-a-day."



All the candidates who served for a day found out that running the program wasn't as much fun and a lot more work than they had anticipated.

But even after the discussion of correct campaign behavior, many children mimicked the national elections with inflammatory statements about other candidates and with the defacing and stealing of signs. Interestingly, we heard of similar stories from other programs across the country about poor election campaign behaviors.

In spite of this, Thornburg's program decided to continue having yearly elections, developing a concept of electing students to provide a "day of service" for the rest of the program. What followed is excerpted from a parent letter Thornburg sent home just before the most recent election held in November:

"AFTER SCHOOL elections became a tradition last year after we had excessive drama surrounding the national presidential elections. To redirect this passion, we had 'Beth and Helen for-a-day' elections. This, as some of you remember, also ignited a lot of fury, and in the end, all candidates who served for a day found out that running the program wasn't as much fun as and a lot more work than they had anticipated. This year, each candidate and vice-candidate had to have a platform. A snack, an art project and a large group activity had to be planned and will be part of their day of service. Mostly, the thrill of the election and the promise of a soft drink for the President and his/her cabinet members is the main event. We will be having absentee voting Monday-Wednesday this week and the big event will be on Thursday. All candidates will have a chance to serve, the order of service will be loosely based on who gets the most votes. Please know that although encouraged to participate, each child has been assured that he/she does not have to vote and some have chosen not to.

"I hope you have taken a moment to read the official platforms, but better still are the wonderful campaign signs plastering the walls from one end of AFTER SCHOOL to the other. The variety of techniques and messages are really facinating. [We videotaped the platform speeches and showed the tapes at the school's open house.] One interesting fact that continues to resurface was that when interviewed each candidate and all 'men/women on the street' thought that the primary responsibility of the president should be to provide a DELICIOUS YET NUTRITIOUS snack for all of his/her constituents. How this translates into pizza and ice cream is beyond me, but I thought you would all like to know we are at least headed in the right direction."

What started out as a conflict resolution activity to counter the poor examples being set by adults has turned into an annual event looked forward to by the school-agers. As their experience with these elections continues, their behaviors during the campaigns will improve and they will be able to set more positive examples for adults. Also, by pursuing the children's interests, the after-school program has an engaging and sustained activity that is fun and also teaches important lessons in civics and service.

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December Activities

The Mime Game

Try to communicate with another person without talking. Instead, use your body and hands to mime what you have to say. See how long you can "talk" this way.

Tri-Fold Monsters

Fold a piece of paper into thirds. Starting at the top, draw the head of a monster on the first third. Fold your drawing over so that the next person can't see it. Then pass it to another person who draws the body of a monster on the middle section of the paper. The third person draws the legs and feet. Open up the paper to see what kind of interesting creature you've created.

Winter Solstice

In the Western hemisphere, December 22 is the shortest day of the year and the official start of winter. To celebrate the winter solstice, make paper snowflakes to transform your after-school space into a winter wonderland.

ABC's

Write the alphabet down the side of a paper. Find something in the room that starts with each letter. Draw a picture of each item next to its letter.

Candle Making

Most of the major holidays in December include candles as a part of the celebration. You can make your own hand-made candles easily and safely. All you need is a few household items and a little creativity.

NOTE: Have experienced staff watch over this activity and take appropriate safety precautions.

You'll need the following supplies:

- Leftover wax from old candles (ask for donations) or purchase wax from a craft store.
- Kite string
- A double boiler, an electric crock pot or a slow cooker
- A small glass container for each candle
- A candy thermometer
- A small stick, pencil or toothpick for each candle

Heat the wax in the double boiler (or crock pot/slow cooker). Make sure the temperature never rises about 180 degrees. While the wax is heating up, set up your glass container and kite string.

Cut a piece of string a little longer than the length of the glass container. Dip the string in the wax that has melted. Do this a few times, letting the wax harden on the string in between each dip. This is called priming the wick. It helps the wick burn better.

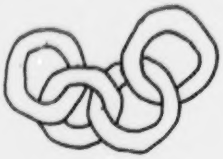
Tie the kite string onto your stick and lay it across the top of the glass container. When the wax is completely melted, use a ladle to pour a small amount of wax into the container. The wax will be hot, so only adults should do this. When the wax hardens, the candles are completed!

Imaginary Country

Pretend you are the president of a completely new, imaginary country. Draw a picture or write a short story describing you country. Be as original and creative as you want. Think about what people eat in your country. Where do they live? What jobs do they have? As president, what special laws would you make up?

Vacation Days

To help children understand the length of their winter vacations, have each child make a paper chain with one link for each day away from school. Decorate the link with crayons or markers. Each day, at home, the child breaks one link of the chain. When the last link is broken, it will be time for school to begin again.



For the Birds

For a quick and easy bird feeder, string popcorn or peanuts (in the shell) with a needle and thread. Hang the strings outside so the birds can have a winter snack.

Wrapping Paper

Make your own wrapping paper. Start with large sheets of plain brown or white paper. Dip a sponge in paint and press it gently onto the paper. Create designs by using different shaped sponges or pressing the sponges in different places. Sprinkle glitter onto the paper before it dries.

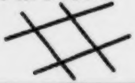
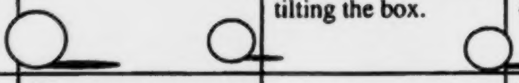
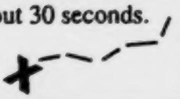
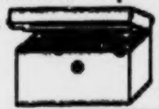
Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, Wisconsin.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

DECEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER HISTORY	**December 5, 1901** was the birthdate of Walt Disney. Try to copy some of his famous cartoon characters or draw your own.	On **December 6, 1877** Thomas Edison made the first sound recording. Record your voices into tape player. Later, try to guess which voice is whose.	Sir Francis Drake was the first Englishman to sail around the world. He began his voyage on **Dec. 13, 1577.** Look at a globe and find the shortest route around the world.	On **Dec. 28, 1869** William Semple was awarded a patent for chewing gum. Have a bubble blowing contest. Give prizes for biggest bubble and loudest pop.	Rosa Parks was arrested on a bus in Montgomery, Alabama on **December 1, 1955.** Read books to find out why.
HOLIDAYS	**St. Lucia Day** is a Swedish holiday. Children wear wreaths with 4 candles on their heads. Make wreaths by braiding paper twist (found in craft stores) into a circle.	December 22 begins **Hanukkah**, the Jewish Feast of Lights. Each evening people light one candle in the menorah. Make your own candles. See instructions on page 4.	**Christmas** is December 25. Ask families to donate wrapping paper, tape and ribbon. Set up a wrapping center where the kids can wrap gifts for friends or family.	The African-American holiday **Kwanzaa** begins on December 26. People exchange hand-made gifts. Look for things that might be thrown away that could be saved to create a unique gift.	**New Year's Eve** is December 31. People often make resolutions for the coming year. Talk about your resolutions, as a group and individuals.
PENCIL & PAPER	On a piece of paper, draw all the **geometric shapes** you can think of. Next, look around the room and see how many things you can find that match each shape.	Write the name of your **city or town** on a piece of paper. See how many words you can make from the letters in the city.	Find objects around the room that can be used as **stencils** to draw around. Make a unique design by tracing several different shapes onto a piece of paper.	Draw a **portrait** of a friend without lifting your pen off the paper or looking down until you are done.	Draw a picture on one **half of a paper**. On the other half, draw the same picture but change a few details. Ask a friend to find the differences.
INDOOR GAMES	A **blindfolded** player holds a bowl of cotton balls. Put an empty bowl on the player's head. The player moves the cotton balls to the empty bowl with a spoon.	Form teams of two. The teams try to blow a **ping pong** ball across a table. If the ball falls off the opponent's end, you score a point.	**"Categories"** Think of a catagory (food, animals, etc.) Each player thinks of a word that fits the category. Go ahead until you run out of ideas, then change categories.	**Backwards Tic-Tac-Toe**. Play this game the same as traditional tic-tac-toe, except try not to get three in a row. 	**Clothespin Drop.** Hold a clothespin under your chin and try to drop it into a plastic cup on the floor.
MARBLES	Put a piece of paper into a shallow box. Add a few drops of **paint** and a handful of marbles. Shake the box to roll the marbles around in the paint.	Put marbles into a bowl. Using just your **toes**, pick up the marbles and move them into another bowl. 	Use a shallow cardboard box, cardboard tubes and tape to make a **marble maze.** Roll the marble through the maze by tilting the box.	Make a **circle** on the floor with string. Put marbles inside the circle. Using a "shooter" marble, try to hit other marbles out of the circle.	Sit in a circle with one person in the middle. Pass a marble around the circle while the person in the center tries to guess **who has it.**
TREASURES	Have a **treasure hunt.** Hide clues leading to a prize for the entire group. Try non-material prizes such as "fifteen minutes extra gym time" or "kids choose the snack."	Draw **treasure maps** on white paper. "Age" the maps by dipping them into brewed coffee for about 30 seconds. 	Tell a **group story** about a missing treasure. One person starts the story, then stops to let the next person continue. Keep everyone going until everyone has a turn.	Make a **treasure chest** out of a cardboard box. Paint the box and make your own treasures to put inside. 	Put some pennies, nickels, dimes or quarters into a partner's hand. Without looking, your partner should **guess** the total amount of money by feeling the coins.

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Kid Wisdom 101

by Betty D. Wingo

Editor's Note: *In our August issue, we offered Betty's "Kid Wisdom." As promised here are some more.*

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director. She has added her thoughts on what we can learn from them.

Sometimes you have to take the test before you finish studying.

This child must have wound up being a gambler. To borrow from the famous Kenny Roger's song... "Know when to hold 'em, know when to fold 'em, know when to walk away..." Try to figure life as a test and the issues or challenges we face on a daily basis are really just opportunities to grow. Do not fear mistakes. Do not fear problems. They are a normal part of life. It is how you respond to them that is crucial.

All directors are confronted with difficulties related to behavior problems, parents, programming or personnel. It is how you interact with others in solving such problems that is important. You can choose a negative response in which you communicate to others that problems are insurmountable, never-ending obstacles or you can select the more positive outlook. When you are blindsided by the unexpected before you have all the facts, just do the best you can. Handle the situation with as much self-control and dignity as possible. Stay positive. Even if you did not perform as well as you wanted to, forgive yourself. Celebrate what you did well and use the errors as opportunities for learning. Certain things are unvoidable. My suggestion is, lighten up folks! You're human!

Have fun regardless of what you are doing.

When we were children, play was considered our life's work. Have you ever noticed how very young children have a tendency to enjoy most activities as long as they are being productive, actively engaged or learning something new? Anyone that works with children can attest to the fact that if you make a game out of cleaning a room, suddenly it becomes play instead of work. What a bummer to discover that play and work were actually two different things! Somewhere along the way we teach our young people to make the distinction. Work becomes something we have to do and play becomes something we choose to do. For many people it remains that way. However, for a few folks, that is not the case.

(continued)

The best leaders are those who absolutely love what they are doing. They create a climate in which you can not tell the difference between work and play. They lead staff to the same attitude. In programs such as these, it is sometimes difficult to determine who are the adults and who are the children. Take time to participate "with" the children at least once or twice a week. Be willing to be a kid again yourself. Staff will model this approach and it will add the element of excitement for the children. Never forget that others are a mirror of you.

If you stand on tiptoe to be measured this year, you'll have to stand on tiptoe for the rest of your life.

As your straightforward elders taught you... be true to yourself and the rest will work out. Open disclosure allows you to focus on minor challenges before they become major problems. Deceit breeds more deceit. Never lie, cheat or steal. You have to look at yourself in the mirror for the rest of your life. ❧

Adventures in Peace-making Price Change

Please note that due to a publisher price increase of 18%, we must raise the price of *Adventures in Peacemaking.* The retail price will increase to $25.95 and the subscriber price will be $22.95. Please note this change to avoid any delay in processing your order.

Transitions. . .

(continued from front page)

name, giving a smile, offering a compliment. Staff members pick up on a conversation started the day before or inquire about school, family, or a pet. This is not a time for staff to talk to other adults or to become involved with setting up activities. As children arrive, they need their own places for their belongings. In the early morning they may be slow in getting started, so quiet activities or breakfast may be appropriate. But after school most youngsters are boisterous and want to talk and move.

At arrival, suggestions might be made about special experiences that are available, and some children can help set up materials. Food is certainly a welcoming offer. Often school-agers are so eager to get to their friends that they bypass adults completely. That's fine. In any case, a good start to the day pays off in many ways as the day proceeds.

When a child has been absent or ill. The transition back to a program is often eased if staff or peers have written or called the child at home. When the child returns, a special greeting is appreciated.

Getting started. Adults sometimes worry about wild dashes and grand chaos as children begin to choose activities. Effective transitions into free-choice periods will vary according to factors such as available materials, room design, scheduling, and the size and age of the group. The transition may be approached in different ways:

- Activities are clearly set up and accessible, and children choose what they wish to do and with whom they wish to play. Some children may wander around and observe before settling into a choice.
- A planning time precedes children's choices as they are briefed on any daily plans and availability of experiences. Choices are made before approaching activities, but there must not be so much emphasis on this

(continued on page 7)

Transitions

(continued from page 6)

planning stage that children lose enthusiasm or are not clear about what each choice entails.

Each approach has advantages and disadvantages and will depend on the program. When children are assured that they will have plenty of time for their play, the mad dashes can be avoided.

Clean-up times. School-agers generally can be responsible for putting away their materials as they finish with them. Sharing clean-up responsibilities may be appropriate for materials such as art, carpentry, or sports supplies which have been used by many children during a free-choice time. Planning adequate time for clean-up is as essential as planning the time for any other activity, and children need to know when to start the process.

Daily Departures. Just as when school-agers arrive, this is a time for a goodbye and the personal touch: "Hope I'll see you tomorrow," a handshake, a pat on the back. It is a time for greeting families but not for discussing their child or family problems. If a parent needs to talk with staff, a better time can be arranged. Since children go home at varying times, the end of the day may include new and familiar activities that a child enjoys alone or with two or three friends.

When children leave a program. Sometimes this may be sudden, without warning. If this happens, the group, a staff member, or a special friend might call or send a letter of goodbye. If the family has notified you of the last day, you might consider a goodbye get-together or a small gift, but in any case let the other children know in advance, so they can say their goodbyes. ◆

Editor's Note: Half a Childhood: Quality Programs for Out-of-School Hours, 2nd Edition, Completely Revised, (2000) is now available from School-Age NOTES for $26.95 plus $4.50 shipping and handling ($22.95 plus $3.50 shipping and handling for subscribers.) Orders can be placed by calling School-Age NOTES at 800-410-8780 or at www.afterschoolcatalog.com.

Profile in a Box:

Lititz Community Center

Lititz, PA
Bets Saatman, Director

Program Administrator: Community Center
Space: Community Center and schools, both dedicated and shared space.
Years in Operation: 20
No. of Sites: 7
No. of Children: average of 32 at each site
No. of Staff: 40
Summer program? Yes
Fees: $53.25 per week, $75 per week for the summer program
Dimensions of Program: "Our program is based on a philosophy of promoting a child's full developmental capacities through age appropriate activities such as dramatic play, arts and crafts, indoor/outdoor play, reading, board games, community service projects... and 'free time' to strengthen their social skills by interacting with friends and stff in an informal manner." *Don Yeager, SACC Coordinator*
Special Note: Citing staffing as their biggest challenge, Lititz places a "heavy emphasis on training, requiring staff members to receive almost three times the number of training credits required by the state." *Yeager*

School-agers at the Lititz Community Center prepare to take part in a community parade.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700. **Note:** "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

SAC CONFERENCES

WASHINGTON, D.C. Nov. 2-3
After-School Forum, American Assoc. for the Advancement of Science
Contact: Patricia Thompson (202) 326-6645
e-mail: pthompso@aaas.org

NEW JERSEY Nov. 3 -4, 2000
NJSAC Coalition, Basking Ridge
Contact: Silvia Canabal, 973-597-1050

CONNECTICUT Nov. 4, 2000
CSACCA State Conference, Meriden
Contact: CSACCA, 860-349-7005,
or email staff@csacca.org

NEW HAMPSHIRE Nov. 9, 2000 NEW!
Plustime NH Annual Conference, Bedford
Contact: (603) 798-5850

N. CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

SOUTH DAKOTA Nov. 29-30, 2000
Governor's Conference on Out-of-School Time, Pierre
Contact: Jacque Johnson, 605-773-4766

FLORIDA Nov. 30-Dec. 2, 2000
13th Annual FSACCC, Orlando
Contact: 1-888-438-3123

COLORADO Dec. 1-2, 2000
10th Fall Conference, Denver
Contact: Sudy Opsahl, 303-798-9274 or
DOpsahl@aol.com

KENTUCKY Feb. 23-24, 2001 NEW!
KCSACC, Louisville
Contact: Carole Holt (502) 624-8391

CALIFORNIA Feb. 24, 2001 NEW!
6th Annual Redwood Region School Age Conference, Homboldt Co.
Contact: Brian Lovell (707) 862-1915

WISCONSIN March 2 and 3, 2001 NEW!
WISACA State Conference, Brookfield
Contact: Cheryl Zagaorski (414) 964-5545

DO WE HAVE YOUR CONFERENCE DATES?

BEST COPY AVAILABLE

School-Age NOTES
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Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

November 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

After-School On-line Resource

"Making an Impact on Out-of-School Time: A Guide for Corporation for National and Community Service Programs Engaged in After School, Summer and Weekend Activities for Young People" is a guide to training, ideas, materials and more. Available free from

www.etr.org/nsrc/online_docs.html

Election Day!

November 7th is Election Day. It is your duty. Be a role model for the children in your care. VOTE!

National Reading Conference

The Reading Recovery Council of North American is presenting the 16th Annual National Reading Recovery Conference. The theme for this year's conference is "Partnerships for Literacy: Ensuring the Best First." The conference will take place February 10-13, 2001 in Columbus, Ohio, and you must register by November 15, 2000. For additional information, contact Anita Gibson, Director of RRCNA Conferences at 614/292-0269 or e-mail at: gibson.313@osu.edu.

Redleaf Website

Redleaf Press has a new website. A longtime supporter of childcare staff with resources and books, the website can be found at:

www.redleafpress.org

Virtual Zoos

If you can't get to the zoo this year, or if your school-agers can't get enough of animal-encounters after a trip, check out these websites that will allow you to walk on the wild side with just a little help from a computer.

San Diego Zoo (San Diego, CA)
Featured: Baby panda Hua Mei's baby album and many other animal resources.
www.sandiegozoo.com

Virtual Safari (South African bush)
Featured: More than ten cameras let you go on a cyber-safari in South Africa. This site also has a lot of other animal-cams listed.
www.africam.co.za

Discovery.Com (Multiple Cameras)
Featured: One year old gorilla twins, black rhinos and more. Find more information throught their Animal Planet links.
animal.discovery.com/cams/cams.html

Volume XXI #4 The Newsletter for School-Age Care Professionals December 2000

School-Age NOTES

ISSN0278-3126 © 2000 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Status of SAC Credentialing

by Ellen S. Gannett

School-age care credentialing efforts are about to receive a welcome boost. With encouragement from at least 10 states, and the support of the U.S. Army and U.S. Air Force, the now titled "Military School-Age Credential" may become the basis for a National School- Age Credential. At a recent meeting hosted by the Council for Professional Recognition, the discussion to begin a feasibility planning process was greeted enthusiastically by more than 25 individuals participating in the two-day meeting. Among the attending states were: New York, Wisconsin, Oklahoma, Colorado, Michigan, Connecticut, Kentucky, Florida, New Jersey, Minnesota; all have expressed interest in or have implemented a civilian version of the Military School-Age Credential. Plans for the future include a revision of the Military School-Age Assessment System and Competency Standards with an eye to align them with the National School-Age Care Alliance Standards of Program Quality, as well as various state standards.

Without these important sources of funding to develop infrastructure, credentialing efforts can be temporarily stalled out.

The potential for a National School-Age Credential looming so close on the horizon, challenges the leadership at the state level to take seriously the need to build and strengthen the infrastructure to support this important professional development movement. As Carol Brunson Day, President of the Council for Professional Recognition, pointed out, "It may not be enough to simply build it and expect that people will come." For example, since the last time NIOST collected national information in late 1998 (On the Road to SAC Professionalism: Emerging Models, Trends and Issues in Credentialing, NIOST, March, 1999), recent levels of statewide activity and interest has clearly continued to increase, albeit slowly. Based on telephone interviews conducted in August 2000, NIOST has learned that a large proportion of states which reported no involvement in 1998, have moved forward to formal planning or even implementation. Nearly half of the states which were planning two years ago are still in the planning process. Moving forward on credentialing is often slowed down by challenges posed by the lack of a viable statewide career development system for SAC. Respondents to our survey update indicated the complexity of simultaneously establishing a personnel registry, scholarship funding, tiered reimbursement, regulatory incentives and requirements. Without these important sources of funding to develop infrastructure, credentialing efforts can be temporarily stalled out.

The credentialing train has certainly "left the station" and with this much momentum, there is no turning back.

Interestingly, the most recent state to join the ranks of the credentialing movement is also the most successful. New

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Think Out Instead of Time Out

by Julie Fraitag

Has anyone really sat down and thought about what a "time out" means to a child? What does it mean and why are we giving them? What are we trying to accomplish?

A "time out" to most children, after being involved in some sort of inappropriate behavior, is a time to sit and wait until it is time to get up or go back to whatever he/she was doing. During this time children either sit, annoyed at the person that gave them the "time out," sit and make faces at their friends from across the room, or just sit waiting for their "time" to pass. Most children do not even think about why they are there and usually, if old enough, clock watch. Some children claim or really do not know why they were even given a "time out" in the first place.

. . . a "Think Out" implies some sort of thought process will be involved.

For the past 18 years, I have been an Executive Director of a school-age childcare center. It was not until a few

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On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

Promoting Giving

Most adults view the holiday season as a time for *giving*. For many children in our care, the season is defined as a time for *getting* and this focus can sometimes lead to behavior changes (both negative and positive), higher levels of stress and excitement, and the potential for disappointment.

If SACC programs can switch the focus from getting to giving, they will not only alleviate some of the negative aspects of the season, they will also be celebrating the true meaning of many of the holidays at this time of year. You may even instill a lifelong commitment to community service that extends well beyond the months of November, December, and January.

To make the gift more concrete for the children, plan an activity that involves the entire group and set a goal to do more than simply write a check.

Our simple suggestion is to conduct a fund raiser that will enable your program to donate goods or services to someone in need. To make the gift more concrete for the children, plan an activity that involves the entire group and set a goal to do more than simply write a check.

When deciding on a charity or a recipient of your service project, we suggest you keep your plan local and let the children help to form the idea and the plan. Perhaps the local church knows of families that could use a hand with purchasing the ingredients of a holiday meal. Perhaps an event could be planned that would bring visitors to a senior housing project to cheer up lonely residents. Police Officers and Fire Fighters will be scheduled to work when most families are home celebrating together – can the children think of something for them?

When you have decided on the recipient, then plan the project – again keeping the children involved at every stage. Take them shopping to buy supplies, have them write the news release to announce your event, whatever.

After the event, the children can assist with preparing the donation (shopping, wrapping, etc.) and should begin to think about a follow-up plan so they can continue to provide a service even after the holidays.

Some successful fund raising ideas have included:

Gift Basket Raffle

A variation of a common raffle. Each group (classroom, site, age group) was responsible for putting together a theme basket with program parents donating the materials. An example of a theme basket was the "Movie Night Basket" with gift certificates for movie rentals, popcorn, a movie review magazine, etc. Other themes included science, fun and games, reading, and outdoor sports. Baskets were placed on display in the school lobby and tickets were sold for each individual basket.

Bake & Craft Sale

Two or three weeks before the event, schedule activities that involve creating things for the sale. Popular items include jewelry, ornaments, baked goods, etc. The children are responsible for advertising and inviting their parents and teachers to come by and "shop."

Calendar of Art

Create a calendar for the year 2001 and sell them to program parents and school staff for $5.00 each. Each month displays a different work of art created by one of the children in the program. This is very simple to do, especially if you have access to a computer with a graphic design program. If you don't, your local copy shop can probably assist. We created ours all "in house" and printed them on our office machine so there was very little cost and lots of profit.

Late Night

This is both a fund raiser and a service for the parents! Offer a night when you extend the hours of care so parents can have a night out to do holiday shopping or just spend time with each other. Show a special movie, serve a pizza dinner, and charge the parents a nominal fee. If you can get the pizza donated, you'll make even more profit to put toward your service project.

Whatever you do, keep in mind that the goal is to have the children successfully run the project. This is necessary from start to finish in order for them to enjoy the wonderful feeling of having successfully helped another person. Best of luck, and best wishes for the holiday season and the upcoming new year. ॐ

"On-Site Insights" is a regular column appearing in SAN each month. Both authors work with children and families in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkitworkshops@yahoo.com.*

School-Age NOTES

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Kid Wisdom 101

by Betty D. Wingo

Editor's Note: In our August issue, we offered Betty's "Kid Wisdom." As promised here is more.

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director and she has added her thoughts on what we can learn from them.

Keep banging until someone opens the door.

Never let go of the tenacity of your youth. Encourage lifelong learning. Take a class. Keep a journal. Write an article. Share ideas. Resist the urge to give up on that grant proposal or business partnership that isn't quite fruitful. Whenever we face a tough task or distasteful activity, our first challenge is convincing ourselves that we can do it. Our second challenge is deciding whether it is worth the effort. Take advantage of your own resourcefulness and initiative. Make persistence a way of life.

I'd rather have a bad case of the giggles than the hiccups any day.

Laughter is one of the most important activities that any human being can do to help both themselves and those around him or her. Humor can remove barriers to communication, help people to learn to relax and enable us to change our perspective. A daily dose of humor is an excellent way to ward off stress and keep spirits high. Nuture your sense of humor and that of those around you. Post cartoons that make you laugh. Include clean jokes in newsletters to staff and/ or parents. Play a game or share a silly story to spice up a staff meeting. Those are just a few ways that humor can be used as a tool.

Washington Notes

by Charles Pekow

Community service, drug funding approved

AmeriCorps funding remains as usual this year. The Corporation for National & Community Service once again survived House Republican attempts to kill it and even got a funding increase of about $15 million dollars, totaling $458.5 million. CNCS has eagerly supported school-age volunteer projects throughout its existence.

The Boys & Girls Clubs of America received $4.5 million from the Corporation and the Dept. of Housing & Urban Development (HUD) for programs for public & Indian housing residents. HUD also was allotted $310 million for Drug Elimination Grants for Low-Income Housing, which school-age programs can qualify for.

Police Athletic League bill passes

You might want to get to know your local Police Athletic League (PAL). It's the only organization in town eligible for a share of a new federal afterschool grant source. Congress approved the National Police Athletic League Youth Enrichment Act authorizing $16 million a year to start 50 new-PAL-sponsored school-age programs and support existing ones. How and when the funds will become available is unknown at this time.

7 million school-agers alone in 1995

About seven million children fit the definition of a latchkey child five years ago. At least that's what the Census Bureau estimates in its recent report, Who's Minding the Kids? Child Care Arrangements: Fall 1995. The children spent an average of six hours a week without adult supervision. But the times varies widely, with half of the 7 million spending less than five hours a week on their own and 13% averaging more than 10 hours.

The figures include children five to 14. But older children were more likely to spend time alone. While only 9% (2.4 million) of elementary school children (5 to 11) regularly cared for themselves, 41% (4.4 million) of 12- 14-year-olds did. The proportion rose from 2% of five-year-olds to 48% of 14-year-olds.

While only 17% of those living with single moms were in self-care, 31% of those living with single dads were. The wealthier the family, the more likely he use of self care– only 11% of children in poverty remained unsupervised, while 22% of those in families earning twice poverty standards or more were.

Credentialing...

(Continued from front page)

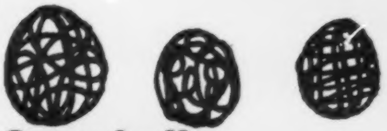
York State has announced its 14th candidate to complete the necessary requirements for receiving the SAC Credential. Clearly this rate of success didn't happen by accident. Supported by a coalition of the state NSACA affiliate, Cornell University Cooperative Extension, and the State Office of Children and Family Services, funding for training scholarships and building the system were essential elements to their success. While other states have made significant progress toward their goals, only New York has the numbers to demonstrate that money and infrastructure do count.

Following the lead of the ten or more states that have already developed initiatives to support the SAC Credential, the Council and the military invite states to engage in similar experiments. With the possibility of a pilot to study the feasibility of a National SAC Credential ahead of us, states would be well advised to explore strategies to stimulate interest and participation sooner rather than later. The credentialing train has certainly "left the station" and with this much momentum, there is no turning back.

Ellen S. Gannett is the Director of Training at the National Institute on Out-of- School Time at the Wellesley College Center for Research on Women. NIOST will have its updated report on credentialing available in November.

Martin Luther King Day

Dr. Martin Luther King, Jr. was born January 15, 1929 in Atlanta, Georgia. He realized at an early age that African-Americans did not have equal rights with white Americans. He educated himself well and, as a man, made a significant difference for all people. His emphasis was on non-violent protest to make positive change, and in 1964 became the youngest man to win the Nobel Peace Prize. To learn more about using peace as a tool, listen to the *I Have a Dream* speech by Dr. King. Then try the Camp Fire Boys & Girls, "*A Gift of Peace*" project. This peace education project teaches children, grades one through six, the basic characteristics of conflict resolution. Costs $1 plus shipping. Call (800)669-6884 to order.



Snowballs

Kids can make snowballs indoors that never melt.

Supplies include:

- small, round balloons (water balloon size)
- liquid starch
- spools of thread (preferably white)
- small bowls
- wooden dowels (optional)

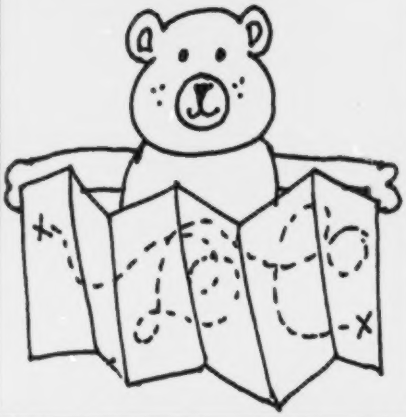
Provide small groups of children with a bowl filled with enough liquid starch to soak their thread. Have each child blow up and knot a balloon. Begin to wind thread around the balloon, crisscrossing back and forth until the balloon look like lace. Be gentle so the balloon doesn't pop. And don't cover balloon completely. Once completely dry, at least 24 hours, pop the balloon to reveal your snowball. Gently remove the balloon and hang from the dowels to make a snowball mobile.

Happy New Year – The True Millennium

Ring in the 21st Century with homemade Millennium noisemakers. Fill clear, plastic soda or water bottles with noisemaking items such as staples, small nails or jingle bells. Decorate the outside with tempera paints and construction paper. Cover the entire surface of the bottle to make it as festive as possible. Write fun expressions with paint or markers e.g. "Millennium 2001 is here" or "Happy Millennium." Send them home with the kids to be used during their new year celebration.

Traveling Teddy Bear

A traveling bear is a delightful way to learn about the world and geography too. Purchase a small teddy bear, a backpack and a notebook. Write about your program and the purpose of the bear in the front of the notebook. Poll your kids to find someone who is going out of town. Give them the bear, asking them to write about the bears adventures and perhaps purchase small souvenirs along the way. Have them give the bear to someone they meet who is traveling farther, and so on. Be sure to write into your notebook when the bear should come home and the full mailing address. Upon his return, read all about his adventures to the group.



Magazine Shopping Spree

This is a fun game that secretly teaches math skills while occupying time on a cold, winter day. Give each child a mock amount of $money$ to spend and a stack of old magazines, catalogues or newspaper ads. Create a scenario for spending, such as we're going on a trip to Alaska in the winter. Find and cut out items you would need and paste them to your own personalized tag board, subtracting the cost from their allotted amount. If items are not priced, make an educated guess or poll the group. This should be fun and interactive. Once your money is spent, share your collection with the group.

Snow Globes

Children around the world are fascinated with souvenir balls that have falling snow when shaken. Have their children make their own in clear baby food jars. Start by removing the wax coating from the jar lid using steel wool. Glue a small figurine to the jar lid with waterproof glue and set aside to dry. Next, fill the jar with water and 1 1/2 teaspoons of tapioca. Allow to soak for 2 days and then put through a fine strainer. Fill the jar with fresh water and strained tapioca. Run waterproof glue all around jar rim and close jar. Allow to dry. Finish by putting felt on the outside jar lid. Shake and enjoy the snowstorm.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Suellen Nelles* of Fairbanks, AK.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

JANUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MARTIN LUTHER KING	January 15 is Dr. Martin Luther King, Jr.'s birthday. Listen to or read King's *I Have a Dream* speech. What was his dream for the world?	Read aloud *I Have a Dream: The Story of Martin Luther King* by Margaret Davidson for ten minutes a day until finished.	Another great book is *Martin Luther King: The Peaceful Warrior* by Ed Clayton. Have your enthusiastic readers help read aloud.	Have the children draw pictures of their dreams and their visions of peace. How can they use their ideas in your own program?	Celebrate peace all month by trying the *A Gift of Peace* project by Camp Fire Boys and Girls. (See page 4.)
JANUARY DAYS	Louis Braille, inventor of the Braille alphabet was born on Jan. 4, 1809. Find a book about Braille and see if the children can recognize letters or numbers by touch.	Jack London was born on Jan. 12, 1876. He wrote books about the Klondike/Yukon Gold Rush. Read one of his novels or talk about what it would be like to be a pioneer in a cold climate.	Jan. 16 is National Do-Nothing Day. Try describing what it would be like to do nothing. Sit for five minutes without doing anything. Describe what it was like.	Jan. 29, 1929. The Seeing Eye, a guide dog foundation was organized. Invite a local organization that uses dogs to help the community to bring one of their dogs to your group.	Jan, 17, 1706, Benjamin Franklin was born. He invented many things. Research one of his activities and learn something new!
HOBBIES	January is National Hobbies Month. Help the kids find a hobby by looking through books and magazines on hobbies.	Hobbies in nature are fun and free. Try collecting leaves or rocks or brainstorm wintertime nature hobbies with your group.	Visit a local collectables shop or museum for more ideas. Ask an expert in the field to suggest appropriate hobbies for youth.	Ask if anyone is collecting the millennium quarters (US currency) series and if they could bring in those that they have. Using a map, learn about the states.	Develop a hobby for your group for the next month, or even year. Suggestions include large puzzles, murals, scrapbooks, model rockets, or others!
TEDDY BEARS	Create a traveling bear for your program. Enjoy his adventures when he returns. (See page 4.)	Have the children bring their teddy bears (or other stuffed animals) to share. Make it a Teddy Bear Day. Decorate and have a party.	Take turns telling stories about you and your bear. Share your stories with the group and let everyone tell a story.	Draw portrait of your bear. Frame with contruction paper and display them on a bulletin board.	Learn about teddy bears! Find a picture of Teddy Roosevelt and explain that they were named after him. Can you see why?
SUMMER DOWN UNDER	It is summertime in the southern hemisphere. For people living in the northern hemisphere, have a summer in January luau with sunglasses and pretend you are at the beach.	Enjoy the January sun, hot or cold, by creating stained-glass window ornaments. Use kits or have an adult iron crayon shavings between pieces of wax paper.	Picture the Great Barrier Reef and then make wave bottles. Fill a clear plastic soda bottle 1/3 full with salad oil and the rest with water. Add blue food coloring and rock gently to watch the waves.	Plan a picnic lunch to a new place that you want to explore. If it is too cold, set up a tent indoors and have an indoor picnic.	Brainstorm what a winter activity could be. If we go to the beach in the summer, what do we do for winter? Write about these ideas and sip hot chocolate.
FOTO FUN	Brainstorm a theme. It could be seasonal, cultural or just fun. This must be a topic that all of your participants agree on. Ideas include "friendship," "family" and "pets."	Select a starting date and an ending date for the project. Using a large calendar, talk about how to schedule things and deadlines.	Let the kids take pictures using one-use cameras. Warehouse stores offer discounts on these cameras. Have them photograph anything relating to the theme.	Once developed, cut the pictures into shapes and decorate with stickers, etc. Let the children write captions and add their own drawings.	Encourage the kids to bring photos and accessories from home to create their own unique album. Add projects from the program.

Think Out...

(Continued from front page)

years ago that I implemented the term "Think Out" to be used in place of a "time out." Gee, why didn't I think of it sooner? A "time out" is exactly what it means, a time to sit out, whereby a "Think Out" implies some sort of thought process will be involved.

We need to let children know that when asked to sit out, they need to think about their actions. If we let a child move onto an activity immediately after sitting, what have we accomplished? Nothing! An employee should follow through, review, discuss the behavior and let the child speak. Children may disagree, but a child has a right to be heard.

The purpose of following up is not only for the child to understand what has occurred but to learn from the experience. Punishment is never an answer; a learning experience is what we are after. Hopefully, the "Think Out" and follow-up will be something the child will remember. We as professionals could help both children and our programs if we were to drop the archaic term "time out" and switch to the term "Think Out." Think about it!

Julie Fraitag is a Child Care Professional/ Consultant in Yonkers, NY. 914-965-6323 or email: JLF4U@aol.com

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Letter to the Editor:

Hispanic Heritage Month

***Editor's Note:** In the October issue of SAN, we suggested that the December holiday season affords a chance to bring a variety of guest speakers to speak about their cultural traditions. We encourage our readers to explore other cultures throughout the year. In keeping with this exploration of cultures we bring you Ms. Lyon's letter and suggestions for gaining deeper insights into Hispanic cultures.*

Dear Mr. Scofield:

We currently receive the School-Age NOTES Newsletter and find that it contains helpful information and valuable updates on current events and conferences throughout the United States.

On page 5 of the August 2000 issue, the September Ideas Corner, many excellent suggestions are made for celebrating specific days and weeks during the month. In the future, I would like to recommend that other options in addition to those noted be added to Hispanic Heritage Week. The focus on a party with Americanized Hispanic foods only shows a limited side of many exciting cultures encompassed in the word Hispanic.

Following are recommendations that may lend to a more well rounded celebration of Hispanic Heritage:

1. Discuss contributions of famous Hispanics such as Cesar Chavez (a Chicano political activist), Diego Rivera (a Mexican artist), Archbishop Oscar Romero (a Salvadoran priest who worked for freedom from oppression), Jaime Escalante (a Bolivian teacher in Los Angeles who believed his students could excel),etc.
2. Talk about the history of the Aztecs and Mayans (the Mayans had written languages, were skilled architects and astronomers); have the children do their own version of the Aztec or Mayan Calendar; read the Aztec creation story.
3. Have members of your community come in as guest speakers to talk about their traditions and culture.
4. Give a mini-Spanish lesson to the children; teach them a simple Spanish song and explain it; one particular song children enjoy is De Colores.
5. Name all of the countries where Spanish is spoken; often Mexico is one of the only countries people name as Spanish-speaking.
6. In addition to bringing foods such as burritos and tacos to a fiesta, introduce the children to other foods commonly eaten, such as plantain,yucca, mangos, cactus (nopales), tamales, pasteles, etc.
7. Teach the children steps to some of the folk dances (each country has its own version.)

Thank you for your consideration.

Sincerely,

Laura E. Lyon, Manager of Standards Development
Youth Net of Greater Kansas City

Collaborations Need More Evaluation

by Charles Pekow

School-age collaborations may think they are helping children develop. But they haven't proven their case, says the General Accounting Office (GAO). A recent GAO report, "At-Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes," says that programs linking schools, businesses, health care, family counseling, recreation and other community groups point to improved academic achievement and increased success in students' lives. But they can't attribute the success to their efforts, GAO found.

Evaluators can't get a grasp on the programs because of "the complex and comprehensive nature of school-community initiatives and the lack of funds," among other reasons, GAO says. Few evaluations included a control group. Some programs cited a lack of funds for evaluation. Others complained that they couldn't gauge long-term effects because of high turnover among students.

Most collaborations said they used funding from a variety of sources, state, local, federal and private, with the 21st Century Community Learning Centers becoming a catalyst. While it originally funded primarily after-school programs, most grantees now offer services to parents. The Dept. of Education is starting a major evaluation this fall, with three reports planned.

For a free copy of the report, request GAO-01-66 from the General Accounting Offive, P.O. Box 37050, Washington, DC 20013, or phone them at (202) 512-6000, fax (202) 512-2537, TDD (202) 512-2537,e-mail them at info@www.gao.gov, or online at www.gao.gov.

Eakin Care Program, Inc. Quick Facts:

Location: Nashville, TN

Years in Operation: 23

Program Administrator: Parent owned and operated through a governing board.

Space: Dedicated and some shared in an elementary school.

No. of Sites: 1

No. of Children: 135

No. of Staff: 12

Ratio: 12 to 1

Hours of Operation: 7a.m. - 8:30 a.m. and 3:30 p.m. to 6 p.m.

Summer program? Yes. $125/wk

Fees: $60/mo. before school, $125/mo. after school or $160/mo for both. Sliding scale and partial and full scholarships are available.

SAC CONFERENCES

COLORADO Dec. 1-2, 2000
10th Fall Conference, Denver
Contact: Sudy Opsahl, 303-798-9274 or DOpsahl@aol.com

KENTUCKY Feb. 23-24, 2001
KCSACC, Louisville
Contact: Carole Holt 502-624-8391

CALIFORNIA Feb. 24, 2001
6th Annual Redwood Region School Age Conference, Humboldt Co.
Contact: Bria Lovell, 707-862-1915

WISCONSIN March 2-3, 2001
WISACA State Conference, Brookfield
Contact : Cheryl Zagaorski 414-964-5545

TEXAS March 4-6, 2001 NEW!
28th Annual Spring Camping Association for Mutal Progress, Kerrville
Contact: David Whitelock 803-693-2182

INDIANA April 19-21, 2001 NEW!
NSACA National Conference, Indianapolis
Contact : 1-800-606-0061 or www.nsaca.org

Program Profile:

Eakin Care Program, Inc.

Specialized Programming for Developmental Guidelines

by Lori Hattenburg Romersa, Program Director

Editor's Note: The Eakin Care Program was one of eight model programs describe in *School-Age Child Care: An Action Manual*, 1982, from the research of the Wellesley SACC Project (now NIOST). The program's genesis came through a Community Education effort.

This program was first established in March 1977 by a group of parents in need of child-care. We currently serve 135 children between the grades of kindergarden and 6th grade.

> **The program is guided by the philosophy that school-age child care exists to meet the needs of working parents and their children.**

Because it was the first program in Nashville developed by parents, Eakin Care Program, Inc. has been used as a model child care facility for 23 years. The program is guided by the philosophy that school-age child care exists to meet the needs of working parents and their children. We strive to compliment the school's environment and to be more like the home environment.

This is a place to relax, experience new activities, learn about social interaction and to get involved in recreational physical movement. We encourage our children to be self-directed while choosing and participating in activities. We give our children eight to twelve distinctly different activity choices daily. Activities are chosen by their developmental appropriateness for the age group.

Specialized 5th and 6th grade programming, called "Shooting Stars," allows for an older kid's club. Fifth and sixth graders decorate and clean their own lounge, write group newsletters,have developed and implemented a kids' survey, go on field trips and have late stays, have guest speakers, create fundraising projects, schedule group meetings and organize special art projects.

We have this set of activities because of guidelines set for each age group. For the 5th and 6th graders some of these developmental guidelines include:

- seeking status through excellence in skills and knowledge of grown up things
- strong desire to belong to a group
- competitive urge is strong, peer acceptance is important
- wants privacy and independence
- likes to make, do and collect things
- forms cliques/friendships with own sex and age group
- enjoys being mischievous and daring
- concerned with physical appearance

As a result of these guidelines, competitive games, group work, skilled activities are highlighted for the "Shooting Stars."

Helping children develop a positive self concept is a big focus for ECP. We are involved in the Eakin School Community and have a good relationship with the school administrators.

We are currently doing a self study for National School-Age Care Alliance accredidation.

To have your program considered for a profile in this column, request a Program Profile Questionnaire by calling 1-800-41-8780 or 615-279-0700 or email office@schoolagenotes.com or request by mail. Note: "Program Profile" is designed to give readers a broad sense of the range of types, sizes and focus of school-age programs. It is not an endorsement of any particular program or programming practive. ☙

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PERIODICALS

December 2000

Celebrating
20 Years
1980 2000
of service to the
school-age care field!

RESOURCES

SAC Down Under

"A Child's Journey into the Future: Children's Time Out of School Hours in the Next Century" is the topic of the Network of Community Activities Conference in Sydney, Australia May 18-20, 2001. Topics for the conference include: Children and Media and Technology, Science and the Environment, Innovative Approaches to Services, Management Issues including Legalities, Social and Emotional Well-Being, Creativity and the Play Environment, Heath Promotion, and Violence and Children.

The Network of Community Activities is the leading authority on Out of School Hours in New South Wales, and has been for 25 years.

Those interested in attending should contact the Network of Community Activities, 66 Albion Street, Surry Hills, NSW 2010, Australia.
E-mail: network@netoosh.org.au
Website: www.netoosh.org.au

Museum Tour Catalog

This catalog is filled with science, art and other enrichment activities materials just like those that you would find in art and science museum's gift shops across the country. From model rockets to crystal growing sets,history gamesto stage makeup for creative play— it is all here. For a catalog call customer service at 888-444-5500.

Child Care Bulletin

School-age care and out-of-school time are highlighted in Issue 23 or the Child Care Bulletin. Available online at: **nccic.org/ccb/issue23/issue23.html** For more information contact the National Child Care Information Ctr, 243 Church Street, NW, 2nd Floor, Vienna, VA, 22180 or call 800-616-2242 or fax 800-716-2242.

Age-Appropriate Film Reviews

A company called Film Reviews for Responsible Parents, located in Costa Mesa, California is offering access to their database for parents and other adults that wonder about the violent or adult content in films and videos. The ratings of G, PG and PG-13 are not informative enough, claims Arthur Taussig, author of each review on the site. Taussig evaluates films based on twenty categories, such as Age Recommendations, Substance Use, Violence, Crimes, Gender Issues, etc. He has cataloged over 1000 films and the results are available online at www.FilmValues.com.

NOTE: Inclusion of a product or service on this page does not indicate review or endorsement by School-Age NOTES.

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Children and Divorce

How Staff Can Manage the Aftermath

by Caulyne Burton, Managing Editor

The statistics are alarming. One half of all marriages end in divorce. Over the last twenty-five years, we have created a web of intertwining families, of step parents, step siblings, visitation, child support and custody rights. The experts disagree on the long term effects of divorce on children. Some believe that a bad marriage is still better than a good divorce for children. Some equate our multifaceted families to the extended families of yesteryear.

We have seen the books, the studies, the talk shows. Children of divorce develop insecurities about those around them. A fear of abandonment, distrust, fewer interpersonal relationships of depth, and now it seems, a higher divorce rate themselves than those that did not come from "broken" homes.

Yet, whether you classify divorce as the breakdown of American values or natural evolution, there is an undeniable fact. Children involved in a divorce have special needs.

> **"First and foremost, it is the role of the [school-age care] provider to develop positive and supportive relationships with the families they serve."**

Over 1,000,000 children are affected by divorce each year, according to Carole D. Weisberg, in her book *Children of Divorce in School-Age Care* (School-Age NOTES, 2000). While the statistics themselves are startling, we must remember that each child is an individual who sees their life turned upside down. These children face a huge number of adjustments, with every minor change in their life amplifying the greatest one of all – the separation of their parents.

"The children's fears, their anger, their worries, their sadness and depression, are with them when they attend SAC programs," reminds Weisberg. "First and foremost, it is the role of the [school-age care] provider to develop positive and supportive relationships with the families they serve."

Written Guidelines

The most important thing for staff to do is to help the children cope with their changing life. Yet, this must happen within a framework of a formal written policy. Your center must establish a set of guidelines for dealing with divorce. Be it a friendly separation or a messy court battle, you must be informed. Preface your policy with a request to be continually informed about changes in matters which will effect the child. Weisberg suggests that you receive clear information from the parents as follows:

- what the custody arrangements are
- which parent to contact first for general questions and in an emergency
- whether duplicate program information should be sent to both parents
- who is responsible for payments to the program
- who will or will not be authorized to pick up the child
- which parent will pick up on which days

(Continued on page 3)

INSIDE

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NSACA Indianapolis

*** Ken Blanchard**
*** Free Site Tours**
*** Special Saturday Night**

Put April 19-21, 2001 on your calendar and watch in January for the Preliminary Conference Program of the National School-Age Care Alliance (NSACA). Didn't get a postcard announcing the dates? Call 617-298-5012 or e-mail staff@nsaca.org to be put on the list to receive a preliminary program if you did not receive a postcard. For more on the conference see page 6.

"Older Kids" at Palm Beach, FL Oct. 25-27

It's official the Florida School-Age Child Care Coalition will be hosting the 2001 Older Kids Conference in Palm Beach, Florida October 25-27th. As reported in the November SAN issue, it was questionable whether a state would be able to step to the plate to deliver a conference in less than a year. Florida took a unique approach which may become standard. It is running its state school-age conference along side the national older kids and middle school after school programs conference.

(Continued on page 6)

BEST COPY AVAILABLE

On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

Programs Unite!

When we travel to present training workshops at conferences around the country, we can always count on coming away with a few new ideas. In our experience, the best resources for new programming ideas, solutions to administrative problems, and advice about handling parents are other School-Age Child Care providers.

In addition to attending valuable training sessions, one of the most helpful aspects of large conferences is simply gathering together with other professionals in the field. Who else can better understand exactly what it is that you do each day?

An example of a fantastic idea we learned just recently:

A pair of latex gloves (indespensible in a SACC program!) fit perfectly into an empty film canister. You have to roll them very tightly and sort of cram them in there, but once inside, you have a neat, tidy, compact way to carry the gloves with you at all times. Every staff member, whether in the gym, or out on the playground, can be equipped with this simple, yet important, piece of equipment.

In every program there is a policy about taking *universal precautions* (using latex gloves). We have been dutifully carrying them around in our pockets in ziplock bags, all tangled up and mixed in with the other necessities like tissue and matchbox cars. There are probably many of you reading this that have been carrying latex gloves around in film canisters for years, thinking, "Well, yeah, how else would you do it?" To us, it was like a revelation. The person who shared this with us, (thank you Rockland, NY) had just learned it from someone else.

With this in mind, we want to encourage you to get together with other providers on a regular basis, to not only share ideas and resources, but offer support and an understanding ear.

If you don't have regularly scheduled training conferences, create opportunities on your own. Invite staff from other programs in your area to your site for coffee and doughnuts and a "roundtable discussion" of the current staffing crisis. Schedule a time to meet with other providers after work at a local restaraunt.

Recently, the programs in Newton, MA, gathered together to share successful programming ideas. Each program had an "assignment" (field trips, arts and crafts, gym games, etc.) to "research" and present to the group. The meeting took place after work and the host program provided light refreshments. The event was successful and each new idea sparked a chain reaction of dozens more that individuals could then take back and implement in their own program.

In Boston, with the facilitation of staff from Parents United for Childcare, directors meet monthly for the *Boston Director's Roundtable*. At these meetings, resources for funding opportunities, local trainings, and programming ideas are shared. It is also a great forum for local cultural organizations (museums, aquariums, etc.) to meet and share their resources with the School-Age Child Care community. Everyone benefits and most view the opportunity not as "another time consuming meeting in an already overflowing schedule," but almost as a *support group* with other individuals facing the same challenges.

Those of you currently involved in the lively discussions on the School-Age List-Serve can imagine how great it would be to meet eachother and continue these discussions in person. Don't wait for the large state conferences– start small, in your own community and build from there. Other fields have been doing this sort of networking for years– it is time we UNITE!

Cara and Jennifer work for children and families in the Boston area. They present their workshops under the name Survival Kit Workshops. They can be reached at survivalkitworkshops@yahoo.com.

MLK,Jr. 1929-2001

Martin Luther King, Jr. would have been 72 years old on January 15, 2001. While the following words of King spoken the night before he was shot on April 4, 1968 refer to the civil rights movement, they are appropriate for the challenges and opportunities we face today in school-age care as we move in to the new millenium.

> **"Let us rise up...with a greater readiness. Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge to make America what it ought to be. We have an opportunity to make America a better nation."**

See MLK resources on page 7.

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SAC Always Needed at NAEYC

Anaheim, CA Conference Proposals Due Jan. 26

For the National Association for the Education of Young Children's (NAEYC) 2001 Conference in Anaheim, CA, (October 31 through November 3, 2001) workshop proposals must be **postmarked no later than January 26, 2001.**

With over 100,000 members, NAEYC's purpose is to serve and act on behalf of the needs of young children by focusing on the provision of educational services and resources to adults who work with and for children from birth through age 8.

To ensure a strong school-age track, workshop proposals must be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria, check the 2000 Atlanta NAEYC program or the November 2000 issue of Young Children magazine. Visit their website at **www.naeyc.org** or contact them at 800-424-2460.

Proposal Tips:

* In your workshop title, use a term that readily identifies it with schoolagers. *Example:* after-school, schoolagers, out-of-school time, etc.

* Think about collaborating with someone else from another program or part of the country to add extra diversity and interest.

* Be specific in both your workshop title and your presentation. *Example:* "Providing Quality School-Age Care," try instead "Ten Ways to Provide School-Age Care" and then in the workshop give specific examples for each way and ask participants for their suggestions. Remember, your title is the only description. Workshop descriptions are not used for the over 1,000 workshops listed in the NAEYC program.

Divorce...

(Continued from front page)

– who the other significant adults are in the child's life and their relationship to the child, especially if we are to have contact with them as well

– it will also be helpful to discuss the child's general feelings as you see it, so we may be responsive to your child when he/she is with us.

Assure parents that all information will be kept confidential. Encourage discussion of these matters away from children.

What can staff do?

After developing a clear policy and establishing open communication with parents, Weisberg reminds us that it is in fact the child that you are serving. The following are some of her specific suggestions on what program staff can do for children of divorce.

"Staff can **encourage children to express their feelings**, to talk about the divorce with them or with their parents or a relative, friend or teacher they trust. Children want their caregivers, parents and teachers to listen and talk about their feelings.

"Staff can **provide opportunities for children to exercise personal control** over meaningful activities, procedures and events since children experiencing their parents' divorce have virtually no control over many divorce related events. This lack of control may threaten a child's developing sense of mastery. Assigning leadership roles to children of divorce which lead to successful outcomes can help improve a child's self image.

"Staff can **teach children coping skills and encourage artwork or physical activities such as sports or hobbies that provide healthy outlets for their feelings.**

"Staff should **establish clear expectations for children in regard to program rules and behavior.**

"Staff should **avoid being drawn into the parent's conflict** and not take sides or support one parent's claim over the other.

"Staff can **encourage parents to avoid talking to children about their adult problems** and to make every effort to give their child a sense that everything will work out well and that their world is secure.

"Staff should **keep parents informed of their children's behavior and performance in a supportive manner.**

"Staff should **be aware of the warning signs of depression and fears.**

"Staff can **encourage parents to seek professional help for their children (and themselves) if needed.**

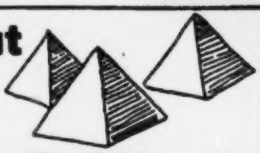
"And, most importantly, staff can **provide tolerant, calming and kind words and be good listeners, patient, compassionate and loving.**

You are also in a position to guide parents towards resources that will help them (and their child) through the process. Consider creating a resource list with local mental health professionals, books, agencies, classes, anything that can help provide a more stable environment for the children in your care.

One can not reiterate enough the importance of providing a place that is safe and constant for children who cannot experience it at home. By establishing firm guidelines and placing the child's interest first, you create a child who is more equipped to handle the big changes in their life and perhaps escape the fate that social-scientists have predicted.

Children of Divorce in School-Age Care by Carole D. Weisberg is available for $12.95 ($10.95 for subscribers) plus $2.50 shipping and handling from School-Age NOTES.

King Tut



Tutankhamen (King Tut) became the King of Egypt in 1348 B.C. At the age of 18, he died. He was burried in a tomb with many Egyptian treasures and jewelry. On February 16, 1992, his tomb was discovered and became one of the most famous archeological digs. Take your school-agers back in time to the days of King Tut with some of the following activities.

King Tut's Tomb

King Tut's tomb has never been robbed! Create a tomb using tables, sheets, and wide paper. Cover the tables completely on all sides. Cut a flap for entering. Supply the children with flashlights so that they can see inside the 'tomb.' On the walls inside the tomb, write math problems or coded messages. Let the children solve the puzzles. Limit the time and group size inside the tomb.

Jewelry

The Egyptions used jewelry for decoration as well as protection from evil spirits. You will need the following materials: wooden or plastic beads (all sizes) and thin rope.

Using different lengths of rope, create necklaces, bracelets, anklets, rings, etc. You can also use embroidery floss to create woven bracelets.

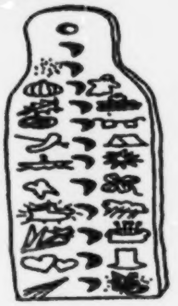
Mummy

You will need a doll, teddy bear or child and fabric strips or toilet paper. This can be done as a single project by wrapping a Barbie doll into a mummy with cloth, or as a group project using each other and toilet paper.

Pyramids

Create your own pyramids out of clay, sugar cubes, Legos, cardboard or other materials. (For clay and cardboard, you should have one perfect square and four identical triangles.)

Pictography



You will need:
- a styrofoam sheet
- peach spray paint
- a blunt object
- brown paint and a brush

Spray the styrofoam with peach spray paint. Allow it to dry completely. Using a blunt object, draw a picture or Egyption symbol (or your name in hieroglyphics.) Fill the lines in with paint. You can break away pieces of styrofoam for a weathered look.

Hieroglyphics

Make a hieroglyphic chart, giving each letter and number its own symbol. Copy symbols out of books or make up your own. Using this language, write messages or childrens' names. Make other items that could be inside King Tut's Tomb for decoding. You can also make a Cartouche by making an oval shape with clay and carving your name in 'hieroglyphics' on it.

Archeological Dig

You will need:
- a pan or bowl
- sand
- items for the dig
- spoons

Fill a pan one quarter with sand. Add your dig items (coins, jewelry, etc.) Cover over with sand. Let children use spoons to dig for the items. IF you have a larger area to put the sand, children can use a sifter to sift to find their archeological items. Shovels and collenders can be used for this.

Mardi Gras

Mardi Gras loosely translates as "fat Tuesday" in French or "Shrove Tuesday" in England (also known as Pancake Tuesday in our house – as pancakes were the food of choice on Shrove Tuesday.)

This is the day before Ash Wednesday, which in the Christian calendar makes the start of Lent. The Mardi Gras celebration as we know it began in New Orleans in the early 1880's with a parade. Since then, it has grown into a week long celebration of feasting, music and partying. Have your own Mardi Gras party and feast! Let the kids plan the entire event. Will you have a parade? Will you make tokens to give to everyone?

Mardi Gras Masks

You will need:
- cardboard mask cutout
- feathers, sequins, etc.
- straw or stick

Cut the cardboard into the shape of a mask with places for the eyes. Decorate with feather and sequins, adding bright colors with markers or paint. Attach a straw or small dowel stick to hold the mask to the face.

Mardi Gras Beads

It is very popular to collect strings of beads to wear during Mardi Gras festivities. Get out old beads and string them on pieces of yarn or string. Award good behavior or special behavior with a string of beads.

Byline...

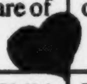
This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

---

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

FEBRUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FEBRUARY EVENTS	Feb. 2nd is Ground Hog Day! Can you see your shadow? If yes, it means 6 more weeks of winter. If not, spring is right around the corner.	Feb. 11th is Thomas Edison's birthday. He was an inventor. If you were an inventor, what would you invent?	Feb. 15th is Susan B. Anthony's birthday. Invite a local female politician into your program to share their life story with you.	Dedication Day of the Washington Monument was on Feb. 21st, 1885. How tall is the monument in feet? Inches? Yards?	Feb 26th, 1846, William Cody (Buffalo Bill) was born. Read more about the Pony Express and Buffalo Bill.
SPACE	Feb. 20th marks the anniversary of the first American in space. John Glenn became the first person to orbit the moon.	Why not take a trip into outer-space? Make a rocketship out of a box or chairs and blast off! What can you make a space suit out of?	Design a vacation brochure for a holiday in space. Is there a hotel on Mars? Or an amusement park on Neptune? Create all of the details.	Send a letter to an astronaut. Ask them questions about their experiences in space or the space shuttles. LBJ Space Center, ATTN: Teacher Room, Mail Stop AP4, Houston TX 77058	Make some space snacks. Put raisins, banana chips, buts and cereal squares in small bags. Add other favorite snack foods.
BLACK HISTORY	February is Black History Month. Explore African culture and folktales, as well as contributions made by African Americans.	Hang large pieces of paper with headings like Politicians, Athletes, Actors, Musicians, Inventors, etc. across the top. Let the children list famous African Americans in each category.	Have children select one of the famous people from the previous activity. Write a brief biography on each person and draw a portrait.	Learn about Harriet Tubman and the Underground Railroad. Using a United States map, draw the path of the railroad.	Read the 14th Amendment. Discuss what it means and how is it held up today? Should there be any changes? Ask the children to write their own.
PIONEERS	February 7th is the birthday of Laura Ingalls Wilder, born in 1867. Take a journey back in time to the pioneer days and one room school houses.	Find two large wooden hoops (quilting hoops work great, or use hula hoops). Using a thick dowel rod or stick, try to roll the hoop across the room.	Cut out squares of fabric and let the children work in groups to sew them together. Or, work with a group of adults to make small quilts for each child.	Write a story of what life would be like in pioneer days. What would you eat? Where would you wash your clothes? Where would you shower or bathe?	Make sock puppets and put on a show. After all, TV wasn't invented yet! Or play some music and have a square dance. Improvise with current line dances.
HEART MONTH	February is National Heart Month. Invite a local nurse to share the importance of having a healthy heart and what happens if you don't take care of your heart. 	Exercise! Create a simple exercise program for schoolagers. Begin each morning or afternoon with a simple routine of exercises.	Diet. Create a menu for the week using nutritious foods and snacks. Involve the children as much as you can. Create a recipe snack book for them to take home.	Heartbeat. Gently press the side of a toothpick on the sharp end of a thumbtack. Lay the flat end of the tack on your wrist. Sit very still. Can you see it jump with your pulse?	Host a Health Fair for parents late one afternoon in your program. Invite local health departments and doctors to share information, blood pressure checks, etc.
SAFETY	February hosts Child Passenger Safety Week. Survey your children to see who rides in the back and wears their seatbelts. If they don't – they should!	Invite a highway patrolperson or local police officer to talk about traffic safety. They may even be able to set up a mini-safety city for the kids to try.	Make small postcard-size cards that remind parents and grandparents to 'buckle-up.' These can be left on the car dashboard or with keys.	Create posters for the school and neighborhood reminding people to wear seat belts. Create bookmarks with similar messages for the local library.	An 'egg-sperimental' crash. Take a Barbie car and design a seat belt for an egg to keep it safe during a crash. Does it work?

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Kid Wisdom 101

by Betty D. Wingo

***Editor's Note:** Since our August issue, we have offered Betty's "Kid Wisdom." As promised here is more.*

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director and she has added her thoughts on what we can learn from them.

Even a weed can be a flower.

When I first began teaching almost thirty years ago, I worked with children who were mentally challenged. I shall never forget the day a sweet, yet indigent, little boy presented me with a fistful of weeds on Valentine's Day. The love and joy in his heart was so abundantly etched on his tiny face. He was so proud to have picked the "flowers" for his teacher. I still treasure the moment as one of the most endearing in my life. That bouquet still ranks as the most beautiful I have ever received. Why? Obviously because of the pure and sincere love with which it was given. But also because such moments can make us recognize the true meaning of perception as it relates to our dealings with others. So often the differences in opinion actually turn out to be differences in viewpoint. Personal histories, experiences and perspectives shape people's viewpoints. Remember that even a weed can be a flower to some of us. Show flexibility. Try to see things from another individual's perspective. It doesn't matter whether it is a child or an adult, approach others with compassion and empathy and your program will reap rewards.

Older Kids. . .

Continued from front page)

Running the two conferences side by side increases the chance of success for the older kids one and provides a unique opportunity for state providers. It allows for a better position negotiating with hotels and provides exhibitors two audiences while providing SAC professionals with two information-filled conferences.

Illinois in 2002

Illinois is tentatively considering hosting the Older Kids Conference in 2002. If they do, it will most likely take the same shape as Florida is planning. It would put it along side the state's own SAC conference to maximize size, space and volunteer efforts while minimizing costs and reducing the chance of over loading capacity to put on conferences.

NSACA Conference

(Continued from front page)

Since publication of his book *The One Minute Manager* 20 years ago, Ken Blanchard has become a guru in the business management field. He has written a dozen books since and NSACA has scored a coup with his significant role planned for its conference. Not only will he be the keynote presenter for Friday morning but also on Thursday during the Professional Leadership Day he will train emerging leaders as NSACA gives back to its membership by helping to "train up" site directors and front-line staff to be leaders in their programs and in the school-age field.

Free Site Tours

As in Florida in 1997, this year's site tours on Thursday will be free and on a first come, first serve basis for over 400 spaces at 10 sites.

Special Saturday Night

For the first time in it's history NSACA has planned a gala Saturday night event. It will be a dinner and celebration at the "beautiful Grand Hall of America's first 'Union Station,' built in 1888." This will all take place in what use to be the "train executive's private dining room with its distinctive arches, columns, terrazzo floors, glass barrel ceiling, and 20-foot leaded stained-glass wagon-wheel windows." While the preregistration cost is $35, it will be a great opportunity to network with conference presenters and leaders in the field. A special band from Memphis will be brought in to highlight the blues atmosphere of the 2002 conference to be in Memphis, Tennessee.

What to Do

Indianapolis offers a ton of things to do all within walking distance of the convention center and hotel. There are over 200 restaurants and entertainment spots within five blocks of the conference. There is a high tech entertainment center that even includes a bowling alley. The high-end shopping center is connected to the convention center and hotel by "gerbil trails" (above-street, glass-enclosed walkways).

The City Market is the original one established in 1886 and listed in the National Register of Historic Places. "In an Old World atmosphere, the market's vendors offer fresh produce, meats, fish, imported coffees, and baked goods. Cart vendors, ranging from a portrait artist to various craft and jewelry designers, add an ever-changing flavor to the market."

The Children's Museum of Indianapolis is a five-story "journey of excitement, named the Midwest's top museum in 1999. The world's largest of its kind, this interactive playhouse offers a full day of fun and learning."

If you are not a member of NSACA (you have not received its journal *School-Age Review* or conference postcard), contact the office for a preliminary program at 617-298-5012 or email staff@nsaca.org or write to NSACA, 1137 Washington St., Boston, MA 02124. Preliminary programs will be mailed in January and registration will be on-line at www.nsaca.org.

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SAC CONFERENCES

KENTUCKY Feb 23-24, 2001
KCSACC, Louisville
Contact: Carole Holt 502-624-8391

MINNESOTA Feb 23-24, 2001 NEW!
Annual MnSACA, Brooklyn Park,MN
Contact: 651-290-7478

CALIFORNIA Feb 24, 2001
6th Ann. Redwood Region School-Age Care Conference, Humboldt Co.
Contact: Brian Lovell, 707-862-1915

WISCONSIN March 2-3, 2001
WISACA State Conference, Brookfield
Contact: Linda Eisele 608-276-9782, x 12
e-mail: leisele@wiyouthco.org

TENNESSEE March 2-3, 2001 NEW!
Annual TennSACA Conference, Nashville
Contact: Tonya M. Bryson 615-298-4049

TEXAS March 4-6, 2001
28th Annual Spring Camping Association for Mutual Progress, Kerrville
Contact: David Whitelock 803-693-2182

CALIFORNIA March 15-17, 2001 NEW!
CAEYC, San Diego
Contact: Susan Buntjer 916-486-7750

ILLINOIS March 16-17, 2001 NEW!
15th Annual Illinois Spring SACC, Chicago
Contact: Carlene Stambaugh 800-649-1766

CONNECTICUT April 11, 2001 NEW!
Conn. Early Childhood Ed. Council, Branford
Contact: 203-481-5066

NSACA NATIONAL CONFERENCE
April 19-21, 2001, Indianapolis
Contact: 1-800-606-0061 or www.nsaca.org

CALIFORNIA April 19-21, 2001 NEW!
Annual CalSAC Conference, Sacremento
Contact: 415-957-9557

Martin Luther King Resources

If you need last minute ideas for celebration of Martin Luther King's birthday, Monday January 17th, or would like to include more about Dr. King in celebration of February's Black History Month, the following website may help. Check out

www.mlk.cafeprogressive.com

for links, speeches, quotes, audio, a teacher's guide to Dr. King, and how to incorporate it into the classroom.

Program Profile:

Stepping Stone Elementary School

Tyler, Texas
Dena Mosely, Principal

Outside play is an important part of any school-age care program. Here, some school-agers are building a pyramid out of sand. Teamwork at Stepping Stone involved laughter and social interaction.

Program Administrator: Private school
Space: Both shared and dedicated
Years in Operation: 5
No. of Sites: One
No. of Children: 60
Child to Staff Ratio: 1:15
Hours of Operation: 3:15 - 6:00 p.m.
Summer Program? Yes
Fees: Fixed fees, $28 per week, $100 per week summer program

The Stepping Stone School-Age Care program is based on the concept of choice. The SAC counselors are positioned at four different stations and the students choose the station which interests them. Activities include: art, playground/gym, arcade and game room. Art and games are rotated on a weekly basis. Students choose activities by placing a name placard backed with velcro on board with the station that they wish to participate in. The staff can keep track of the students through this method as well, and the children have been good about moving their name tags from station to station with them. Parents have also been "trained" to look on the board in order to locate their children. There seem to be few discipline problems because the staff entrusts the students to make their activity choices. After a verbal warning, however, the student may be asked to leave the station that they chose in favor of a different one. The staff claims that in order to stay at the station of their choice, students will amend their problem behavior and will behave.

Special Note: "The staff also use walkie-talkies to tell each other when a child is leaving their station. The walkie-talkies also help parents find their child if the child has not put his/her name on the station board." ❧

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700. Note: "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

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January 2001

PERIODICALS

RESOURCES

Conference on Stepfamilies

The National Conference on Stepfamilies will take place February 22-24, 2001 in New Orleans, Louisiana. Call (617) 469-6789 ext. 22 or email PIRIDC@mail.com.

NACCRRA Conference

On March 7-10, 2001 the NACCRRA (National Association of Child Care Resource and Referral Agencies) Symposium will take place in Washington, D.C. at the Omni Shoreham Hotel. This year's theme is "Creating Community Constellations: CCR&Rs Connecting Families to New Voices." For registration information contact 202-393-5501 x114 or diane@naccra.org.

NBCDI Calendars

The National Black Child Development Institute is again offering their calendars. The 2001 Calendar of Black Children features historical facts saluting four centuries of African American achievement, inspiring poetry and guiding words to encourage children and positive images celbrating our future. Each calendar is $12.00 plus shipping and handling. Call NBCDI at 1-800-556-2234 to order.

High/Scope Catalog

From the Educational Research Foundation comes the High/Scope Resources for Educators 2001 Catalog. From early childhood to adolescent, movement and music to the High/Scope educational approach, this has it all. To get your catalog, call 734-485-2000.

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NSACA Conference April 19-21, 2001 in Indianapolis

Older Kids Conference: October 25-27, 2001 in Palm Beach

For more conference listings, turn to page 7.

Volume XXI #6 The Newsletter for School-Age Care Professionals February 2001

School-Age NOTES

ISSN0278-3126 © 2001 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

The Human Side of Space and Environment

by David Alexander and Brooke Harvey, NIOST

The design of after-school program space can encourage positive relationships among children, support learning and promote the exploration of ideas and talents. A high quality space encourages children to take ownership of the program, provides them with a sense of belonging and freedom to express themselves.

A well-designed space offers children multiple activities from which to choose. Even if you do not have several different rooms available to you, you can still create separate environments by breaking one room into several distinct areas and by the particular use of furniture, lighting, rugs and colors.

For example, soft chairs set near each other says "it's okay to socialize here." Spaces for gathering and chatting often have a rug and small tables with food or snacks nearby. Spaces for socializing are generally noisier than work spaces and are located away from quiet spaces. Some spaces encourage kids to be quiet. A space says "Shhhh" when lighting and colors are softer and seating is separate and private.

An environment that invites active exploration of materials will have easily cleaned work surfaces and floors, broad expanses of flat work surfaces, sinks and water, trash receptacles, lots of raw materials and tools that are organized and well displayed, storage space for ongoing projects, good lighting, safety and plenty of room to work. These characteristics all say "it's okay to make a small mess here, it's okay to spread your activity out here, it's okay to try out your ideas here".

Shared space is a particular challenge when trying to create a personalized and high quality environment for children.

A high-quality environment should reflect the children who use it. Children's work and projects, books, posters, displays, pictures, and artifacts that reflect the children's neighborhoods, cultures and histories should fill the space. These document and reveal children's interests and personalities, and the different ways the program supports those interests. This environment says to the children,"There is something important going on here" and "You are important, we care about you." Shared space is a particular challenge when trying to create a personalized and high quality environment for children. Programs must often set-up and put-away their materials each day. This process can be labor intensive and require storage that many programs do not have.

There are ways to create an inviting and comfortable space that is portable. Invest in a few portable storage units that can be loaded with supplies, brought out for the program and wheeled away at the end of each day. Comfortable furniture can really help to personalize a space and invite children to relax. Purchase beanbag chairs, soft cushions and area rugs, they are light and can be easily stored. An easy way to make

(Continued on page 3)

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Record Funding $ Set This Year

After-School Increased

by Charles Pekow

Enjoy it before a Republican president and Congress can tamper with it. It took until late December, but Congress passed the 2001 Fiscal Year (FY 01) budget– with the highest funding levels ever for school-age care.

21st Century Centers

The *21st Century Community Learning Centers* receive $845 million, well above the $600 million level approved by both houses, but below President Clinton's $1 billion request. The Department of Education will have to encourage school districts to partner with community groups when they apply.

Possible Partnerships

Possible partners for the 21st Century Learning Center grants include:

- child-care providers
- YMCA's
- Boys and Girls Clubs

(Continued on page 6)

Coming in March: Funding Changes & Opportunities in Canada

PS 029637

Kid Wisdom 101

by Betty D. Wingo

***Editor's Note:** Since our August 2000 issue, we have offered Betty's "Kid Wisdom." This is the final installment.*

Betty has collected these pithy remarks she's heard children make throughout her career as both a school teacher and a school-age care director and she has added her thoughts on what we can learn from them.

Landing on your fanny instead of your feet is no fun.

It may hurt a little, but it isn't life threatening. I read somewhere that nothing important was ever achieved without someone taking a chance. As children, we approached tree climbing, bike riding, skating and all those other fun loving activities with a sense of reckless abandon. As adults, we tend to lead a risk-aversive life, both at home and in the workplace. Let me assure you that discomfort is inevitable. Suffering is not. I am not advocating that you be reckless– for you should never lose sight of the stakes involved. Rather, I am saying that remaining in the comfort zone could be hazardous to your program. Don't let yourself, your staff or your center become stagnant. Experiment with new ideas and activities. Put a different twist on the schedule of give something different a try. If you fall on your fanny, do what you did as a child. Dust yourself off and add a pinch of caution based on what you learned from the experience. A few bumps and bruises help us learn and grow.

Why take a bath if I am just going to get dirty again tomorrow?

If I had a dime for every time I asked this question as a child or heard it as a parent, I could buy a condo and retire!

It took me awhile as a child to discover that the bath was necessary for a lot of reasons. The fact remains that certain things just have to be done because it is the right thing to do. Yet the most delightful reason included the discovery that without getting clean now and then, we wouldn't be able to fully appreciate the pleasure we experience in getting dirty. Make no mistake, your primary task as a director is to manage your program in a manner that gets high quality results. That means that sometimes you have to do things that are not exactly pleasant. Avoid letting the dirt constantly pile up. It will not go away by itself. Sooner or later it will become an even greater burden.

If it itches, scratch.

Kids don't care who is looking or where they are. If it itches, they scratch. I thought about this statement a great deal, and you may disagree with my interpretation and that is certainly acceptable. Though the statement is only four words in length, the hidden message is huge. In my opinion, the wisdom is twofold. Some things you just have to ignore. At the same time, take care of business.

After you've worked so hard peddling up the hill, it's a shame to have to brake on the way down.

Life has its letdowns.Work is certainly no different. Sometimes things just simply do not turn out as well as we had planned. Working hard is good for you. Working smart is even better. Take time to think, plan and prioritize, but keep things in perspective. Hang on tight, steer carefully and enjoy the ride. Instead of thinking of reasons why you don't have a perfect job, think of ways to do your job perfectly.

On-Site Insights

by Jennifer Glazier
& Cara Gordon-Gillis

On Vacation

Cara and Jennifer and their "On-Site Insights," a regular column appearing in School-Age NOTES each month, are taking a vacation. Both authors work with children and families in the Boston area and as a team offer Survival Kit Workshops around the country for staff training.

We will run the occassional column while they are on hiatus. Cara and Jennifer are currently seeking ideas for future articles and need your help. You can email them and tell them what information you would find helpful at SurvivalKitWorkshops@yahoo.com.

Do you prefer more 'tips of the trade', programming ideas, or administrative advice? Or is there a specific issue you would like covered?

While trying to avoid becoming simply an advice column, Cara and Jennifer would appreciate your input. If you do not have access to email, you may send letters or faxes to Onsight Insights in care of School-Age NOTES. The mailing address is: Onsight Insights, c/o School-Age NOTES, P.O. Box 40205, Nashville TN 37204 or fax to 615-279-0800.

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Environments...

(continued from front page)

children's artwork part of the environment is to tape a heavy string across a wall and attach their work using clothespins the children have decorated themselves. The string can be removed and stored at the end of each day.

In anticipation of either revising your existing space or designing a space from scratch, try the following for a week: identify everyday spaces and environments that you would label beautiful, comfortable, ugly or uncomfortable. For those spaces you recognize as beautiful, try to determine what qualities they each share; do the same with the spaces you have observed as comfortable, ugly and uncomfortable.

This exercise will help you to frame those qualities to bring into any space you create for kids. It is not meant to imply that children's preferences are to be left out of the revision process, that is step two. Ask them to do the same exercise of labeling spaces and environments.

Gather groups of children together to introduce the idea of making their after school program space comfortable and beautiful. Tell them you know what is comfortable and beautiful, but you want to know what they think too. Ask them to spend a week identifying places or cutting out pictures they think are comfortable, beautiful, ugly and uncomfortable places they see. Once lists for each category are complete, ask your children to explain why each place earned the label it was given.

The outcomes of both of these exercises should be quite informative. Use the combined opinions as the basis for redesigning your out-of-school time program space!

For more information on program space design, order the new video "A Place of Their Own... Designing Quality Spaces for Out-of-School Time", from the National Institute on Out-of-School Time. The video is accompanied by an implementation and training guide. Call 781-283-2510 for details, or visit www.niost.org.

Black History Month

If you are new to School-Age NOTES, you may be asking where the Black History Month activities are this month. While there are some specific activities in the January newsletter, the answer is, in fact, in every issue.

"Over the years we have reiterated our position that program planning should integrate specific issues and themes into the curriculum throughout the year and not just on specific holidays and celebrations," explains editor Rich Scofield. "We must focus on peace, social justice, gratefulness, African-American contributions to society, Latino culture and history and those of other cultures not just during Thanksgiving, Black History Month, Chinese New Year, or Cinco de Mayo, but throughout the year."

Isolating study and inclusion to one specific time period undermines the very spirit of inclusivness that we are striving towards. "Our curriculum and activities pages were never meant to be an all-inclusive programming plan. The role of adults in school-age programs is to provide ideas; to be a spark, not the complete flame; to act as a facilitator of children's interests and needs, not as the afternoon entertainer or director of activities... We try to avoid building ideas around the commercial-holiday-per-month idea, and to offer something a little removed from holiday and celebration themes covered during the school-day and in the media."

With this in mind, we strive to find the balance in providing culturally appropriate, enriching material that can be celebrated and utilized throughout the year.

If you are looking for specific materials related to Black History Month, we carry many valuable books. *The Civil Right's Movement for Kids* and our new book *Kid's Guide to African-American History*, are just a few that can be used throughout the year. ❧

Join the Great Race at NSACA

Have your program join others across the country preparing Pinewood Derby® race cars to race in Indianapolis, Indiana (home of the Indy 500 Memorial Day Race) at the National School-Age Care Alliance Conference April 19-21, 2001.

What is a Pinewood Derby® race car? It is a kit that is used by the Cub Scouts to build cars to race each year. The kit (available at JC Penny and local Boy Scout offices) comes with the wheels, axles, block of wood slotted for the axles and directions. The children in your program must participate in the designing, shaping, sanding, weighting, weighing, and painting of the cars.

The cars will be racing on Friday and Saturday of the conference on a 30-foot Pinewood Derby® Track. The cars will be raced by volunteers under the guidance of the Boy Scouts of America. There will be trophies for the top four cars, as well as specialty awards for best of show; best of color; most original; best design; best use of conference theme. All entrants will receive participation ribbons. Proceeds will go to support programs working toward NSACA accreditation.

How to Join in the Fun

1. Participants must send in their $10 registration fee by March 31. Get a registration form on-line at **www.indianaSAC.org** or call the Indiana School-Age Consortium at 317-259-9491 to have a form faxed or mailed to you.
2. Build the car with your children.
3. Bring the car to the conference and check it in on Thursday.
4. Watch it being raced.
5. Saturday afternoon, attend the "Victory Lane" Ice Cream Sundae Reception.

Programs can register and build as many cars as they want, but a conference participant must bring them to

(Continued on page 6)

Season of Change

March is a month of unpredictable weather. In some regions, spring is already here, while others (like here in Boston) can count on at least one more big snow storm. It is difficult to plan activities when the weather changes weekly. For those unplanned cold, rainy days when you are trapped indoors, we suggest creating a "Rainy Day Fun Box" in advance so you will always be prepared with well-planned, successful activities.

Stuff to have in your box

(We are assuming you have basic supplies like scissors and glue already available.)

3-4 skeins of yarn
nylon stockings
stopwatch
wire coat hanger
plastic straws
small felt and fabric scraps
masking tape
balloons
ruler
cardboard
bubble gum

Yarn Crafts

Pom-Pom Creatures

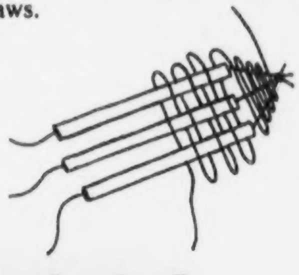
Make a pom-pom out of yarn by wrapping it around two cardboard "looms" about the size and shape of a bagel. (For younger hands and easier wrapping, cut an opening to form a "C" shape.) Wrap the yarn in layers and cover all the cardboard. Cut along the outer edge with scissors while holding the yarn pieces firmly in the center. Place a piece of string between the two cardboard looms and tie off tightly. Gently pull looms off either side. Shake out pom-pom and trim to a uniform size and shape. Add details with felt, paper and pipecleaners. Make several and glue together for a centipede.

Pom-Pom Bop

For a great homemade game, make a yarn pom-pom as described above. Make paddles by stretching a wire coat hanger out of shape and covering it with a nylon stocking. Challenge individuals to see how many times they can bop the pom-pom without it dropping to the floor. Partners can volley back and forth. Ping pong balls and balloons will also work, a well as wads of paper held together with masking tape. Be sure to put names on the paddles because they will all look alike!

Straw Weaving

A great on-going activity. The finished project can be used as a belt, headband, etc. Materials needed include plastic drinking straws, yarn and masking tape. Cut three pieces of yarn (make them slightly longer than the piece you want to create.) Gently suck each piece through a straw and tape in place near the top of each straw. At the other end, tie all three pieces of yarn into a knot. With a separate ball of yarn tied to the middle of the far left straw, begin weaving in and out, keeping the yarn tight around the straws. As you get near the top, gently push the weaving down a few inches by sliding the weaving along the straws. Gradually, you will be pushing the weaving onto the yarn outside the straws. Then the weaving is the length you want, push all the weaving off the straws and down to the knot at the end. Tie another knot at the stop of the weaving and cut it off the straws.



Contests & Challenges

Bubble Blowing Contest

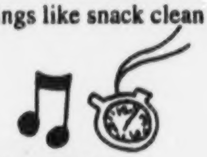
This is the simplest event to run, but the children get very excited about it. It might be helpful to have a "bubble gum blowing workshop" in advance for the younger children in the group that have not yet mastered this skill. Pass out the gum, give a time limit for "softening," then begin blowing. Run around from bubble to bubble, measuring them with a ruler and recording the results in the record book. Before the contest, have anyone with long hair tie it back.

"Olympic" Hopscotch

Using masking tape, make a hopscotch court on your rug or floor (hallways work well for this event, too.) Number the squares from one to ten and begin the tournament. If you plan this event in the afternoon, contestants can spend part of the morning (or the day before) practicing or making the perfect hopscotch marker.

Stopwatch Challenge

Even the simplest activities can become a challenge if you are using a stopwatch. Initiate a challenge, record the time and then try to beat it. Great for developing group organizational skills. Think about the benefits of timing everyday things like snack clean up!



Don't Forget!

Face painting and music add a "carnival like" atmosphere to your indoor special event. If you have access to a tape or CD player, play musical chairs or have a freeze dancing contest. Do aerobics or make up your own line dance. The possibilities are endless!

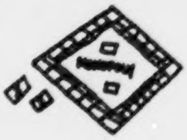
Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jennifer Glazier and Cara Gordon-Gillis* of Boston, MA.

39 Activity Ideas

The minimum number of Activity Ideas in this issue is 39.

MARCH IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DR. SEUSS	Celebrate March 2nd– **Happy Birthday Dr. Seuss,** born in 1904. 	**Read to the kids week.** How many Dr. Seuss's books can you name and read together?	**Make Ooblick.** Mix colored water and cornstarch together. The **ooblick** should be firm when you first touch it, then gooey and slimy.	Design your own **wacky inventions.** Have the group make the super duper cleaning machine. Try using plenty of recycled materials.	Create **Funky Brown Bag Hats.** Simply roll the bottom of a brown grocery bag to make the rim of the fat and decorate.
BOARD GAMES	On March 7, 1933 the first *Monopoly* board was invented. 	**Make your own** version of a *Monopoly* game. Pick a theme for the game: your school (each square could be a classroom), or your town, etc.	Make **giant dice** using square packing boxes decorated with white and black paper. Use them instead of regular dice with your favorite games.	Turn your favorite board game into a **game show** by using wipe-off boards or chalk boards, bells and timers. Games like *Outburst* or *Pictionary* work well.	**Create your own board game.** Send your ideas to Parker Brothers or Milton Bradley and see if you get a response.
GREEN WEEK	Have a **green scavenger hunt.** Which team can find the most green things in the room within a set time. How creative can you be?	Serve **green *Jell-O*** with whip cream for a special snack. How many green snacks can the kids come up with?	Make **green Playdough.** Mix together: 4 cups flour, 1 cup salt and 1 3/4 cup warm water. Air dry for a few days.	Make a **Grass Head** by decorating a cup, filling with soil and sprinkling a few grass seeds on the top. Water and watch them grow.	How about serving **green drinks?** Try a different drink for every day that week. Green milk-shakes and smoothies are two to get you started.
SPRINGTIME	**Applesauce pops!** Mix a few drops of food coloring into applesauce in small bowls. Layer different colors in a paper cup and put a craft stick in the center. Freeze overnight.	*(continued)* Peel away paper and you'll see the layers you've created. Makes a great snack. 	**Homemade sidewalk chalk.** Mix plaster of paris and a small amount of tempra paint to make the chalk. This chalk is for outdoors only.	Have a **Spring Festival** outdoors. Every teacher (or the older kids) could run a booth. Some ideas are: face painting, spring bonnets, wind toys, bubbles, etc.	**Foam visors.** Use colored "fun foam" sold in craft stores & cut out a visor shape. Attach elastic string to the sides. Decorate with puffy paint, glitter, leftover foam, etc.
WALKING CLUB	Make **walking sticks** using a large piece of foil, shape an animal head or other decoration around the top of the stick and secure and cover with masking tape. Paint the head with acrylic paint.	Every club member should have their own personalized **water bottle.** Design a new, fancy label to place around the label.	**Heads or Tails Walk** begins at your front door. Flip a coin-heads for left, tails for right. Keep going as long as it is safe and see where you end up.	Make a **Mileage Graph** with all the names of the club members. You can then track mileage individually or as a group.	Go on a **neighborhood walk.** See how many club members' houses are in walking distance, find the best route and leave a note to say you were there.
APRIL FOOLS	Research the origins of **April Fool's Day.** Go to the library, use the net, ask people if they know. How many different explanations did you get?	Have a discussion about what makes a **prank** funny. Talk about the difference between harmless and mean or hurtful pranks. Plan a prank to fool the parents.	Make **insect ice cubes** by freezing plastic bugs in ice and serving them to an unsuspecting friend in a beverage. Eew gross! 	Create a **joke calendar** for the month of April. What wacky ideas might be planned?? Distribute the calander and see how many people you fool.	Put **WET PAINT** signs on all the chairs in the classroom. See how everyone reacts. Eat a snack standing if necessary.

Funding...

(continued fron front page)

- Big Brothers/Big Sisters of America
- Camp Fire Boys and Girls
- Boy Scouts and Girl Scouts
- museums and libraries
- recreation and parks departments

Applicants will have to show how their plans will help students meet or exceed state and local academic standards.

Earmarked Funds

But some programs will not have to worry about applying at all. The pandora's box of sorts that was opened last year widened this year in appropriations. A year ago, for the first time, members of Congress earmarked $4 million for 28 progrms. This year, 58 projects will share $20 million in pre-allocated funds.

Child Care and Development Block Grant

Congress approved $2 billion for the *Child-Care and Development Block Grant,* an $817 million increase. For the first time, the funding is distributed quarterly, rather than on the last day of the fiscal year.

States must use most of the funding for subsidies, including for before- and after-school programs. While $272 million goes to quality activities, $100 million of this sum has been earmarked for infant and toddler care, leaving school-age care with a portion of the remainder.

The customary $19 million was allotted for resource and referral and school-age care. Another $10 million goes to research, demo and evaluation. The Child-Care Aware toll-free hotline was given $1 million.

Social Services Block Grant

The *Social Services Block Grant* was granted a reprieve. The combined Congress provided $1.725 billion, which exceeded both the Senate level of $1.7 billion and the House's $600 million request. States can use this funding for after-school tuition.

Other Programs

Loan Forgiveness

A new program, *Loan Forgiveness for Child-Care Providers Program,* received only $1 million, down from the $10 million approved by the Senate. The House included no such funding. Conferees agreed on a small figure because they believe that few people would qualify for the program. Congress instructed the Department of Education to inform all potentially eligible providers about benefits and to report back next year regarding how many people may qualify and how much should be forgiven from their loans.

CAMPUS

Students currently enrolled within an institution of higher learning needing school-age subsidies will receive some additional support. *Child-Care Access Means Parents in School* (CAMPUS) was allotted $25 million.

Local Law Enforcement Grant

Meanwhile, the Department of Justice appropriation includes $60 million earmarked from the *Local Law Enforcement Block Grant* for Boys and Girls Clubs working with state and local law enforcement. Grantees can use the funds for indemnification insurance for police involved in the programs.

Office of Juvenile Justice and Delinquency Funds

School-age programs also can use delinquency prevention money provided by the *Office of Juvenile Justice and Delinquency Prevention,* including:

- *Part B Formula Grants*: $89 million. States that develop accountability-based sanctions get a share of $26 million of this pot that others can share.
- *Part C Discrectionary Grants*: $50.25 million.
- *Part D Youth Gangs*: $12 million
- *Part E State Challenge Act Activities*: $10 million
- *Part G Juvenile Mentoring*: $16 million.
- *Title V At Risk Children's Program*: $95 million, with $12.5 million earmarked for Native American tribes and $15 million for the Safe Schools Initiative.

Law Enforcement Family Support

Finally, *Law Enforcement Family Support* was allotted $1.5 million. Police can use these funds to pay for school-age care for officers' families.

NSACA

(continued from page 3)

Indianapolis to check them in on Thursday.

If you haven't received a preliminary conference program by February 1, call NSACA at 617-298-5012 or email staff@nsaca.org.

Special Event - Meet Ken Blanchard

For the first time at the NSACA Conference there will be an evening event on Thursday following the Grand Opening of the Exhibits. It is called "Swing for SAC." It will be at the historic Indiana Roof Ballroom just across the street from the conference hotel. It will feature a DJ playing "swing" tunes and golden oldies. Have fun with line dancing, specialty dancing, games and door prizes in a glamorous, historic setting.

Also Ken Blanchard who will lead a special session Thursday and keynote on Friday will be there for a "Book Signing and Meet the Author." Blanchard is the author of the *One Minute Manager, Gung Ho, Raving Fans,* and his most recently published *Hi Five.* Books will be available for purchase and autographing.

Registration for "Swing for SAC" is $10 in advance, $15 at the door. Groups may reserve tables of ten in advance.

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February 2001

PERIODICALS

RESOURCES

Funding Resources

The Finance Project has published some new resources related to school-age care:

- *Financing Facility Improvements for Out-of-School Time and Community School Programs*
- *Cost Worksheet for Out-of-School Time and Community School Initiatives*
- *Strengthening Partnerships: Community School Assessment Checklist*
- *Maximizing Medicaid Funding to Support Health and Mental Health Services for School-Age Children.*

Earlier this year, they issued *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives.* You can find more information at: **www.financeproject.org/osthome.html**

12th Annual National Youth-at-Risk Conference

In Savannah, Georgia on March 4-6, 2001, the 12th Annual National Youth-at-Risk will take place on the historic riverfront at the Hyatt Regency Savannah. The conference is designed for educators of all levels, health and human service counselors and personnel, criminal justice professionals, business and community leaders, volunteer service providers, and others interested in the well being of youth. The title for the conference is *Reclaiming our Youth: Building a Non-Violent Society*. For more information call Sybil Fickle or Shanelle Roberts, College of Education, Continuing Education, Georgia Southern University at 912-681-5555 or access the conference website at **www2.gasou.edu/contedu/yar2001.html**

Library Publication

Six outstanding library after-school programs for young adults (ages 12-18) were recognized as models for excellence at the American Library Association's annual conference in July 2000. The programs are featured in a new online publication, "Recognizing Excellence in Afterschool Programs for Young Adults," available at: **www.ala.org/afterschool/afterschool.pdf**

Taking on Turnover

Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors, $19.95 plus $2.50 shipping and handling, is available from the Center for the Child Care Workforce, 733 15th Street, NW, Suite 1037, Washington DC 20005-2112, 202-737-7700, www.ccw.org.

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SAC CONFERENCES

KENTUCKY Feb 23-24, 2001
KCSACC, Louisville
Contact: Carole Holt 502-624-8391

MINNESOTA Feb 23-24, 2001
Annual MnSACA, Brooklyn Park,MN
Contact: 651-290-7478

CALIFORNIA Feb 24, 2001
6th Ann. Redwood Region School-Age Care Conference, Humboldt Co.
Contact: Brian Lovell, 707-862-1915

WISCONSIN March 2-3, 2001
WISACA State Conference, Brookfield
Contact: Linda Eisele 608-276-9782, x 12
e-mail: leisele@wiyouthco.org

TENNESSEE March 2-3, 2001
Annual TennSACA Conference, Nashville
Contact: Tonya M. Bryson 615-298-4049

CALIFORNIA March 15-17, 2001
CAEYC, San Diego
Contact: Susan Buntjer 916-486-7750

ILLINOIS March 16-17, 2001
15th Annual Illinois Spring SACC, Chicago
Contact: Carlene Stambaugh 800-649-1766

MASSACHUSETTS March 24, 2001 NEW!
4th Statewide Conference, Boxborough
Contact: Rosette Martinez 617-522-9550

CONNECTICUT April 11, 2001
Conn. Early Childhood Ed. Council, Branford
Contact: 203-481-5066

NSACA NATIONAL CONFERENCE
April 19-21, 2001, Indianapolis
Contact: 1-800-606-0061 or www.nsaca.org

CALIFORNIA April 19-21, 2001
Annual CalSAC Conference, Sacremento
Contact: 415-957-9557

PENNSYLVANIA May 19, 2001
PennSACA Conference, Millersville University
Contact: Carolyn Hawk 520-322-5077

YALE UNIVERSITY July 9-11, 2001 NEW!
Yale's School of the 21st Century Conference
(Not to be confused with 21stCCLC) New Haven
Contact: 203-432-9944

Program Profile:
Prior Lake-Savage Area Schools Kids' Company

Prior Lake, MN
Sara Byrne, Coordinator

Prior Lake-Savage Area Schools Kids' Company uses the resources around them to enrich their program, but also gives back to the community.

During the school year, Kids' Company families may choose from over three dozen After School Community Education classes, and discounts are available for those that attend the program. Parent volunteers also teach workshops throughout the year, such as birdhouse building, theater, and cross stitch.

Twice a year, Kids' Company children give back to the community through their Penny Carnival. All proceeds generated from this carnival run by the children are donated to charity. In past years, they have adopted animals from the Minnesota Zoo, provided gifts to children at the Children's Hospital in St. Paul during the holidays, and have sponsored children from the Scott County's CAP Agency's "Hope for the Holidays" project. The booth activities vary from a math based bingo game to having their fingernails painted by children in the program, and the pennies they raise add up quickly!

Children have their nails painted during the Kid's Company Penny Carnival. Kids' Company children donate all proceeds to charity.

Profile in a Box

Program Administrator: Public School
Space: Shared Space in public schools, with the exception of one site's kindergarten.
Years in Operation: 11
Number of Sites: 5 (Five Hawks, Glendale, Grainwood, Pond's Edge, and Westwood)
Number of Children: 271 (total)
Child to Staff Ratio: 1:12 (kindergarten) 1:15 (school-age)
Total Number of Staff: 38
Summer Program: yes
Fees: Fixed, but the county offers assistance.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700. **Note:** "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

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Literacy in After-School & Summer Programs

Editor's Note: The following is adapted from the NIOST/School-Age NOTES publication "Literacy: Exploring Strategies to Enhance Learning in After-School Programs" by Kathryn Hynes, Susan O'Conner and An-Me Chung.

After-school programs across the country are exploring ways to support children's literacy development. Parents, program staff, teachers, and policymakers are concerned about the number of children who lack the skills needed to become successful adults. In many states, new academic standards have been developed and new programs implemented to provide children with the education and skills they need. Literacy is one area where all children need support and many children need extra help.

Create a print-rich, language-rich, literature-rich environment.

Surround children with words–books on the shelves, posters with writing on the walls, and daily opportunities for children to participate in activities such as writing lists, reading directions, and talking about what is happening in their lives. It gives children constant opportunities to increase the amount of reading they do and increase their vocabulary through exposure to new words and provides them with access to tools such as books, magazines, posters, pencils, and paper. Evaluate what you currently have available. If you do not have enough money for additional materials, try to collaborate with your local public school or library.

Literacy Includes:

- Reading
- Writing
- Speaking
- Gathering Information
- Thinking Critically
- Understanding Others
- Expressing Oneself

Use every teachable moment to engage children in literacy activities.

Train staff to recognize and respond to opportunities to engage children in literacy activities. Reading stories aloud is one of the best ways to engage young children (and sometimes older children, too) in literacy activities. If a child wants to know more about frogs after reading a story with a frog in it, help the child find information about frogs from the library or take a walk to a local pond to observe them in their own habitat. Listen carefully to children and encourage them to explore a topic that truly interests them.

Model interest in, and uses of, literacy skills.

Children are anxious to learn about the adult world. If they see staff members carrying newspapers, reading, and discussing interesting topics, then they will want to do these things too. Directors should consider candidates' literacy skills when hiring staff. Staff need strong literacy skills if they are to develop creative ways to support children's literacy. Introduce volunteers from local colleges or from the business community to do projects with children, or take weekly trips to the local library.

(Continued on page 3)

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$205 mil. for 21st Century Programs

March 30th Deadline

by Charles Pekow

Now's the time to apply for a share of the biggest school-age specific pot of federal money this year. About 400 grantees will split more than $200 million for after-school programs. The Dept. of Education (DoE) is offering $205 million in new grants under the 21st Century Community Learning Centers Program (21stCCLC). It will award grants ranging from $35,000 to $2 million, averaging $500,000, to support four centers. DoE plans to award an average of $125,000 per site. Grants can last up to three years.

DoE encourages districts wanting to start more than one program to apply for one grant to serve multiple sites.

Grantees can only serve rural or inner-city schools and only such schools or districts can apply. DoE encourages districts wanting to start more than one

(Continued on page 6)

Rehearse, Role Play, and Re-Do

Most ideas about helping children solve conflicts and change behavior have not changed much over the 20 years School-Age NOTES has been writing about them. The following is from the March/April 1986 issue and was written as a companion piece to a feature about "The Difficult Child." It is just as useful now as then.

The discipline methods of Rehearse, Role Play, and Re-do are especially effective with "difficult" school-agers. Many of the behaviors of "difficult" children are impulsive. The 3 R's slow the child's pace and allow for practive of desired behaviors. However, these three techniques can also be used with all school-agers to teach appropriate ways of behaving.

Difficult children often express their feelings, even happy and excited feelings, by hitting, shoving, and swearing.

Rehearse

This can be done with the difficult child alone or in groups. Rehearsing is an actual practice of an upcoming event. For example, the janitor's daughter is coming to tell about her first year at college. The children rehearse where they will sit, how they will behave, what questions they will ask. One child might assume the role of the janitor's daughter.

Difficult children often express their feelings, even happy and excited feelings, by hitting, shoving, and swearing. Teach the difficult child appropriate ways to express feelings that might be experienced. Say: "When you get excited and have a question you want to ask, what can you do to express your excitement? Have the school-ager actually act out (rehearse) how he will act.

Role Play

Think of situations that are frequent trouble for the difficult school-ager. Have the child role-play what they would do in those situations.

Don't give up! Be firm, pleasant and consistent.

Re-do

Have the child actually re-do an inappropriate behavior at the moment it happens. For example, Shelley comes in from school, slings her book bag across the floor to her cubbie, then slides across the room herself. Her actions are loud, disruptive and potentially hurtful to a couple of younger kids in her path. (This is not the first time Shelley has done this– you have already told her not to do this several times.)

To have Shelley re-do this scene, have her pick up her bag, go back to the door and have her enter the room, walk quietly to her spot. Some difficult children have been known to have to try seven to ten times before they get it right. Don't give up! Be firm, pleasant and consistent. Avoid getting into a power struggle. Remember the choice is the child's: "Enter appropriately, then you can go participate in fun, or keep re-doing the scene."

Rehearsal and role play are easier to do because both can be planned for and done in small groups. Re-doing is more time consuming because it focuses on the individual child. However, re-doing usually takes more time the first couple of times it is used, as the child tries to test himself against it. Stand your ground and soon a simple "Do it again" will be all that's needed to have the child practice appropriate and desirable behavior.

Women's History Month Resources

Need last minute ideas for Women's History Month (March)? With the recent focus on the Presidency, why not look at the First Ladies? Compare the times they lived in and their accomplishments– from Martha Washington, Mary Todd Lincoln, Florence King Harding to Mamie Eisenhower, Hillary Rodham Clinton and Laura Bush. Go to **www.whitehouse.gov** for easy to find information on the First Ladies including Mrs. Bush's biography.

For other ideas, visit the Women's History Resource Center. This site includes resources for teachers and students with activities and links. They can be found at:

www.dade.k12.fl.us/inst/women/index.html

Another site helpful in working with students during Women's History Month is:

www.solta.esu.k12.oh.us/women.html

Other ideas include highlighting important female scientists, artists and writers, discussing what opportunities women have now that they did not have 25, 50, 100 or 200 years ago, and talking about their female role models.

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Literacy...

(Continued from front page.)

Build skills by encouraging frequent, meaningful conversations and facilitating discussions on current events and events in children's lives.

Psychologists, educators and employers understand the importance of strong communication skills in achieving success. Children need strong communication skills to build self-confidence and healthy relationships. It is important for children to learn to discuss the events occurring in the world around them and in their own lives. Not only will the discussion allow them to practice speaking and listening skills, it will help them to better understand themselves and their world.

Expose children to new experiences, people, and career possibilities.

Children need opportunities to build on their background knowledge by experiencing the world around them. Staff can plan field trips for children, taking them to traditional locations such as local museums, aquariums, and parks, but also consider other ideas for stimulating field trips based on the children's interests. For example, if the children are interested in learning about recycling, field trip destinations could include a dump or recycling plant. Build literacy activities around the idea of recycling by reading about recycling and the environment and discussing ways to improve recycling in your program. Encourage children to learn about careers that interest them, then invite local professionals to speak to the children about what they do. After the speaker leaves, facilitate a discussion about the children's thoughts and reactions, and ask the children who are interested what they would need to do in order to prepare for that career.

Learn about ways to gather information and access resources in their community.

Access to information is exploding as a result of the technology boom, and after-school programs are an ideal place for children to learn creative ways to find information. If your program does not have Internet access, ask a local school or public library if the children in your program can use their computers. When children express an interest in particular careers or events, help them think about where in their community they can find information about those topics: whom they can call, where they can visit, and what they should read. Then let children practice these skills. This exercise will teach them to be creative problem solvers, and to think about what resources are available to them and how to access them best.

Outcomes

By implementing the steps described above, you can:

- **Increase the children's motivation to learn to read.**
- **Increase the amount of reading, writing and communicating children do.**
- **Increase children's background knowledge and vocabulary.**

For more information about literacy activities for your program, consult the new publication from School-Age NOTES, which combines *Literacy: Exploring Strategies to Enhance Learning in After-School Programs* by Kathryn Hynes, Susan O'Conner and An-Me Chung with another NIOST resource, *Homework Assistance and Out-of-School Time: Filling the Need, Finding a Balance* by Susan O'Conner and Kate McGuire. Available from School-Age NOTES for $14.95 plus $3.50 s/h ($12.95 plus $2.50 s/h for subscribers.)

Guidelines for Sucess

- **Provide only those supports that you can provide well.** It is better to do a few things well than to take on too many new projects and have none be successful. Think carefully about the internal and external resources– such as your staff, teachers, librarians or reading experts– that are available to help you.
- **Set realistic goals for your program.** Program staff, parents, children and school-teachers should discuss the needs of the children in your program. Decide what your goals are. Then discuss whether the resources that you will need to meet your goals are available to the program.
- **After-school programs can complement the school's curriculum.** When possible, work with the children's teachers and the school's reading teachers to decide what your program can do to support skills learned during the school day.
- **Build literacy activities into larger theme projects.** Children learn well when they are excited about a project or a new experience. Programs can help children improve their literacy skills by encouraging them to read, write and discuss what they learn as they explore different parts of their environment and pursue projects of their own creation.
- **Be careful what you promise.** It is very difficult to prove that an after-school program providing support for children's literacy skills has actually improved children's test scores. Focus on other outcomes, such as the number of books the children read, the amount of time they spend reading or writing, or surveys with children to see if their attitudes about reading have changed.
- **Children with reading difficulties need expert help.** Only a certified reading teacher or a literacy specialist can attempt to provide remediation to students with serious reading problems.
- **Make it fun!** Always be aware that children's motivation– their desire to learn– is crucial for success. Children who dislike reading during the school day may be excited to read books about topics of their own choosing.

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Super Science

It is easy to introduce and explore scientific concepts to your child care program. Below are five fairly simple scientific demonstrations, which require inexpensive, easily accessible materials. While these activities are age appropriate, they should all be supervised by an adult.

Mothballs In Motion

Materials:

- 1 cup white vinegar
- 1 tsp. baking soda
- 2 cups water
- mothballs
- food coloring to tint water

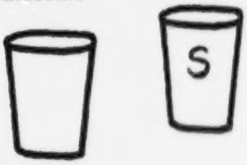
Procedure: Mix vinegar, water and food coloring. Place baking soda and mothballs in a large glass bowl. Pour the vinegar mixture over and watch the mothballs jump joyfully.

Water that Won't Freeze

Materials:

- Water
- 2 paper cups
- table salt

Procedure: Fill each cup half full of water. Add 1 T. of salt to one of the cups of water, and label this one with an S. Put both cups in the freezer. Check the cups the next day. The plain water will be frozen, but the salty water won't be, as salt causes water to freeze at a lower temperature.



Rubber Bones

Materials:

- white vinegar
- cocked chicken leg bone, cleaned of all meat

Procedure: Begin by allowing everyone to examine the bone and try to bend it. Next place the bone in a large jar filled with vinegar. Securely cover the jar. Each day, remove the bone and test its flexibility. By the end of a week, the bone will be very flexible and rubbery, since vinegar produces a chemical reaction that removes the calcium from the bone.

Charcoal Gardens

Materials:

- 1/4 cup water
- 1/4 cup salt
- 1/4 cup bluing
- 1 T. ammonia
- several charcoal briquettes
- food coloring

Procedure: Place charcoal briquettes on a large dish or tray. Combine water, salt, ammonia, and bluing. Pour this mixture over the charcoal and add a few drops of various shades of food coloring over it all. Watch a garden grow, as if by magic, before your eyes.

Rain Gauge

Materials:

- empty two liter soda bottle
- ruler
- scotch tape
- 1 cup gravel or pebbles
- water

Procedure: Cut top off bottle carefully. Leave 8 inches remaining. Tape ruler vertically to the outside of the bottle with the zero end of the ruler at the bottom (leave a few inches at the bottom, don't put the ruler all the way to the bottle's base.) Pour the gravel into the bottle. This is to weigh down the bottle and prevent it from tipping over. Next, pour water into the bottle, just until it reaches the zero end of the ruler. This is to make sure that the water collection line begins right at zero. Place the bottle outdoors when it starts to rain, and bring it inside to measure the water line after the rain has stopped.

Passover Recipe

Sweet and Simple Charoset

(Pronounced haroset, the 'c' is silent.)

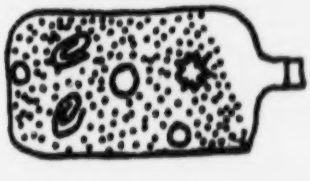
Ingredients:

- 1/2 cup of apples
- 1/4 cup of walnuts, chopped or ground
- 1/2 tsp. cinnamin
- 1/2 tsp. sugar

Procedure: Peel, core and seed apple. Mash together the apples, walnuts, sugar and cinnamon. Spread on matzo crackers.

"I Spy" Birdseed Game

Fill an empty plastic soda bottle approximately 3/4 full with birdseed. Add a variety of small objects, such as paperclips, hair bands, marbles, bottle caps, buttons, and so forth. Place the cap on the bottle, screwing it tightly closed. Use masking tpe to secure the cap. Then give your bottle to a friend or sibling, who will roll the bottle back and forth trying to find the little treasures hidden in the birdseed.



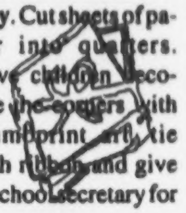
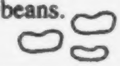
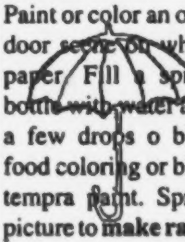
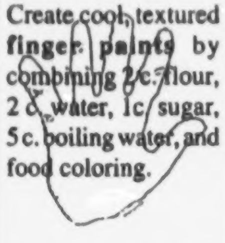
Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Gina Campellone* of Vernon, CT.

36 Activity Ideas

The minimum number of Activity Ideas in this issue is 36.

APRIL IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
APRIL HAPPENINGS	**April Fool's Day**. In medieval times, jesters or "fools" entertained royalty by telling jokes, performing tricks, and acting silly. Take turns role playing royalty and jester.	April 8- **Passover begins**. Jews observe Passover, sharing a special dinner known as a satyr. For dessert, children spread charoset on matzo. See recipe on page 4.	April 15- **Easter**. On this Christian holiday, children typically decorate easter eggs symbolizing spring and new life. Make a springtime mural showing such symbols.	April 22- **Earth Day**. Make a list of ways your programs can keep the earth clean. Do recycle? Are you careful to turn off lights and conserve water?	April 25- **Secretaries' Day**. Cut sheets of paper into quarters. Have children decorate the corners with thumbprint art, tie with ribbon and give to school secretary for note paper. 
WHIMSICAL DAYS	April 2- **National Peanut Butter and Jelly Day**. Make PB&J sandwiches for a snack. Make fun shaped sandwiches by using a cookie cutter.	April 9- **Name Yourself Day**. Choose a new name for yourself for just one day. Wear a colorful name tag to help everyone remember your new name.	April 12- **Look up at the Sky Day**. Find a grassy place to sit outside. Look at the sky & talk about what you see. What do the clouds look like? Binoculars add fun.	April 18- **International Jugglers Day**. Learn to juggle. Use bean bags or balls of foil. Find an instructional video or book in your local library.	April 27- **Tell a Story Day**. Invite someone to visit your program to tell a story. It can be anyone, local historian, parent, firefighter, as long as they have a story to share.
JELLYBEANS!	Fill a jar with jellybeans. Leave it in a prominent spot, allowing each child to **guess how many** jelly beans are in the jar. The closest guess, wins the jar.	**Jellybean Relay**- Two teams of racers must balance a jellybean in a spoon to finish line, then running back, and tagging the next. First team finished wins.	**Jellybean Transfer**- Each player gets a drinking straw and 2 bowls. The object it to transfer 5 jellybeans from one bowl to the other by sucking on the straw.	**Edible Art**- Spread a graham cracker with honey or cream cheese. Add jellybeans to make a colorful design, such as rainbows or flowers.	**Jellybean Bingo**- Play a traditional game of bingo, using jellybeans as markers. When the game ends, you can eat your jellybeans. 
APRIL SHOWERS	 Paint or color an outdoor scene on white paper. Fill a spray bottle with water and a few drops o blue food coloring or blue tempra paint. Spray picture to **make rain**.	Remind parents to send appropriate **rain gear** on the next rainy day. When it rains, bring everyone outside to dance and jump in the puddles and enjoy spring rain.	Ask the children in advance to **guess** how much it will rain in April. Chart the rainfall with the gauge on page 4. At the end of the month, see how close you were.	Sit in a circle and ask everyone to share their favorite way to spend a **rainy day**. Then chose some of the ideas to use in your program.	Too rainy to play outside? Mix 1 T. of dishwashing liquid with $^1/_2$ T. of tempra paint. This **washable paint** is great for windows and wipes off with a wet towel.
RECIPIES FOR FUN	Mix a batch of library **paste** to use for arts and crafts. In a sauce pan mix $^1/_2$ c. sugar, $^1/_2$ c. flour, 2 c. water, & $^1/_2$ tsp. alum. Cook over low heat and stir until thick.	**Big bubble solution** can be made by mixing 1 part liquid detergent, 1 part glycerin, 5 parts water and a few drops food coloring.	 Create cool, textured **finger paints** by combining 2 c. flour, 2 c. water, 1c. sugar, 5 c. boiling water, and food coloring.	**Play dough.** Mix 4 c. flour, 1 c. iodinized salt, 1 $^1/_4$ c. warm water and food coloring and knead for 10 minutes. To harden, bake at 350° for 10 minutes or air dry for several days.	Make **Carpenter's Dough** with 2 c. of sawdust, 1 c. of wallpaper paste and a bit of water. Stir together until dough it thick. Allow sculptures to dry completely.
ANIMAL CRACKERS	To **make a neat pin**, paint an animal cracker with varnish or clear nailpolish with 3 coats, drying between coats. Attatch a small jewelry pin to the back.	Give each child a plastic easter egg with one animal cracker. One at a time open each egg, hiding which animal is inside. While **acting like the animal**, others guess what it is.	There are many brands of crackers. Allow the children to sample several, voting on their **favorite**. Discuss taste, texture, appearence, and packaging.	Based on your taste test results, write a **"consumer report"** on animal crackers. Include it in your program's monthly newsletter.	Somtimes, animal crackers come in small, rectangular **boxes** that can be decorated to look like trains, cars or other vehicles. Use paint, paper, felt, etc.

British Columbia: Publicly Funded Child Care

by Christine Hibbert

Here in British Columbia, School-Age Programs are thrilled to be participating in the first phase of the Funding Assistance Program (FAP). This is only the second province in Canada (after Quebec) to commit to a universally funded child care program.

How did this come about? Through a massive advocacy effort by the child care community in eliciting responses to a provincial government discussion paper. The paper, entitled "Building a Better Future for British Columbia's Kids," was released in the fall of 1999 and the child care community mobilized. Here was their best opportunity ever to give child care a voice and a face in the public domain.

In January of 2000, an interim report was released. More than 7,200 replies had already been received and communities were asking for more time to respond. By the end of February, over 10,000 British Columbians had spoken up, an exceptional response to any government paper.

What did they say? An overwhelming majority (94%) saw child care as an urgent issue and favored support by the provincial and federal governments. 90% further recommended that the governments commit to a publicly funded child care system.

The March 2000 provincial budget announced the first step in the commitment– a new initiative to support safe, affordable before- and after-school care. But there was much work to be done. How would the myriad of school-age programs fit into the government grids? The first guidelines detailing who would qualify and how, met with immediate cries of, "This will not work!" Amazingly, those voices were again heard. Through extensive consultation with an implementation committee, common ground and solutions were found. This was not easy and it will not work for everyone. Many questions have been raised and will likely continue to as the planning went into effect on January 1, 2001. Whatever the challenges, overall it can only be seen as an incredibly positive accomplishment. The creation of an affordable, accessible, quality child care system that meets the diverse needs of families is a huge task, but one that we greet with excitement, enthusiasm and a will to make it work.

> **... the cost of full time before- and after-school care will drop from $267 (Canadian) to $167 per month. For a kindergarten child, the fee will change from $450 to $217, a saving of up to $1,788 over the school year.**

The bottom line– what difference will this make to the average family? In our program, the cost of full time before- and after-school care will drop from $267 Canadian ($184 US) to $168 ($112 US) per month. For a kindergarten child, the fee will change from $450 ($300 US) to $218 ($145 US), a saving of up to $1,788 ($1,192 US) over the school year. I think we can all imagine what changes those freed up dollars will make to a family's budget.

For families and centers, the hope is that decreased parental costs will also bring stability and security. Fewer parents will resort to less than adequate arrangements because finances are strained.

For society as a whole, the benefits are well documented:

- **For every $1 spent on quality child care, $2 are saved in the long-term.** (Cleveland, G. and Krashinski, M., The Benefits and Costs of Good Child Care, March 1998)
- **For high-risk children, every $1 spent on quality child care saves $7 in the long term.** (Schweinhart, L.J., The High/Scope Preschool Study Through Age 27, 1993; McCain, M. and Mustard, F., Early Years Study, April 1999)

Where will the program go from here? Indications are that the next phase will include school-age children in licensed family daycare, followed by infant/toddler care, 3-5 group daycare and then preschools, eventually including the full continuum of child care options. We are currently waiting for the announcement of a five year plan that we hope will seal this initiative and ensure its permanent inclusion in both federal and provincial government policy.

Christine Hibbert is the Executive Director of Jericho Kids' Club School-Age Program in Vancouver, British Columbia.

21st CCLC...

(Continued from front page.)

program to apply for one grant to serve multiple sites. It also encourages applicants to work with community agencies experienced in school-age programs. Grantees can start or expand services.

All programs must provide learning opportunities and reduce drug use and violence. DoE will give priority to projects that do a "significant portion" of their work in empowerment zones (including supplemental empowerment zones) and enterprise communities.

Applications: Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398, (877) 433-7827, fax (301) 470-1244, TDD (877) 576-7734, http://frwebgate.access.gpo.gov/cg, edpubs@inet.ed.gov. Applications available in alternate formats. If interested, now is the time to plan for next year. **Deadline: March 30.**

21C National Conference

The School of the 21^{st} Century (21C) at Yale University is having its annual conference July 9-11, 2001 in New Haven, CT. (Not to be confused with the 21^{st} Century Community Learning Centers.)

The conference is for 21^{st} Century Schools, family resource centers, community schools and other school-based family support programs. This annual conference has always had a track for school-age care because before- and after-school programs are a key component of the 21C model.

The following description is from the 21C web site (**www.yale.edu/21C**):

"The School of the 21^{st} Century is a school-based child care and family support model that promotes the optimal growth and development of children beginning at birth. In some communities Schools of the 21^{st} Century are known as Family Resource Centers.

"The 21C model transforms the school into a year-round, multi-service center providing services from early morning to early evening. 21C responds to changes in patterns of work and family life in recent decades that have meant new concerns for parents, especially a pressing need for affordable, quality child care.

"The model also helps educators ensure that children arrive at school ready to learn and receive the support they need to succeed academically. Since 1988, more than 700 schools in 17 states have implemented the program. The model has proven successful in urban, rural and suburban areas, as well as in affluent, middle class and impoverished communities."

For more information about the conference contact: School of the 21^{st} Century, Yale University Bush Center, 310 Prospect Street, New Haven, CT 06511, 203-432-9944, www.yale.edu/21C.

We Need Your Pictures!

School-Age NOTES is publishing a book on summer program tips, strategies, and activities and needs good quality photos of summer school-age programs and camps with school-aged children engaged in a variety of activities. The full guidelines are listed below. For any photo that is published, the program will receive compensation of $30 and a copy of the book. Just remember that releases from the children's parents must be in your files. (We don't have to have them necessarily, as long as a parent or guardian has signed a release.) If it is not used in the summer book, it may be used in future book projects, with your permission.

Send photos to:
Caulyne Burton, Managing Editor
School-Age NOTES
P.O. Box 40205, Nashville TN 37204

Guidelines for Submitting Photos

Types of Photos Needed

Diversity of settings: indoor environments, outdoor environments, summer programs or camps, programs in dedicated space, programs in shared space (cafeterias, gyms, etc.), settings within the space (interest areas, etc.), any unique props or equipment settings

Diversity of children and adults: children and staff from diverse racial/ethnic backgrounds, ages of children should span the school-age years (6 - 12 years, and/or programs which accommodate the needs of middle school youth, 12-14 years).

Variety of activities: children can be shown participating in active outdoor or indoor group games, quiet group or individual activities like reading, playing a 2-person game, circle games, having group discussion, conflict and negotiation encounters, arts and crafts activities, music activities, drama, etc.

Technical Guidelines:

Photos can be black & white or in color. Please affix a label on the back of the photo with the program name, address and a short caption if possible. Children and adults should be actively engaged in photos– no "posed" photos in which children simply stand together and look into camera. Show the school-age program as it really works with a variety of interpersonal relationships depicted between children & children, children & adults, and adults & adults.

To publish photos of any child, releases must be obtained from the parents. If your program does not already have permission releases to photograph the children in their files, then you must get these releases before submitting any photos.

For more information or questions call 800-410-8780 or 615-279-0700.

SAC CONFERENCES

WISCONSIN March 2-3, 2001
WISACA State Conference, Brookfield
Contact: Linda Eisele 608-276-9782, x 12
e-mail: leisele@wiyouthco.org

OKLAHOMA March 2-3, 2001 NEW!
State Conference, Oklahoma City
Contact: Lu Ann 800-347-2276

TENNESSEE March 2-3, 2001
Annual TennSACA Conference, Nashville
Contact: Tonya M. Bryson 615-298-4049

CALIFORNIA March 15-17, 2001
CAEYC, San Diego
Contact: Susan Buntjer 916-486-7750

ILLINOIS March 16-17, 2001
15th Annual Illinois Spring SACC, Chicago
Contact: Rachel Morse 773-564-8791or email
morser@daycareaction.org

MASSACHUSETTS March 24, 2001
4th Statewide Conference, Boxborough
Contact: Rosette Martinez 617-522-9550

CONNECTICUT April 11, 2001
Conn. Early Childhood Ed. Council, Branford
Contact: 203-481-5066

NSACA NATIONAL CONFERENCE
April 19-21, 2001, Indianapolis
Contact: 1-800-606-0061 or www.nsaca.org

CALIFORNIA April 19-21, 2001
Annual CalSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA May 19, 2001
PennSACA Conference, Millersville University
Contact: Carolyn Hawk 520-322-5077

YALE UNIVERSITY July 9-11, 2001
Yale's School of the 21st Century Conference (Not to be confused with 21stCCLC) New Haven
Contact: 203-432-9944

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8^{th} National Older Kids Conference, W. Palm Beach
Contact: 1-888-438-3123

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ADDRESS SERVICE REQUESTED

PERIODICALS

March 2001

RESOURCES

Parent's Guide to the Internet

A free copy of the report *A Parent's Guide to the Internet* can be obtained by calling 1-877-4ED-PUBS (1-877-433-7827). It is from the Office of Educational Research and Improvement, an office of the US Department of Education.

Grief Resources

The Centering Corporation's 2001-2002 Grief Resources Catalog has over 150 resources for children and adults on the subject of grief. From the death of a parent to that of a pet, or facing serious illness, this catalog has books and other resources for many different situations. To receive a catalog, call 402-553-1200, or write to them at P.O. Box 4600, Omaha NE 68104. Fax: 402-553-0507, or visit them online at

www.centering.org

NIOST Summer Seminar

The National Institute on Out-of-School Time at the Wellesley College Center for Research on Women has announced their 2001 Summer Seminar which will take place on July 9-14, 2001 at the John Hancock Conference Center in Boston MA. For information about the seminars, hotels and an application, see their website:

www.niost.org

or contact Lisa Cowly at 781-283-2546 or email her at lcowley@wellesley.edu

Youth Service

National Youth Service Day is April 20-21. It is a Youth Service America program and the largest service event in the world. To find out more, including ideas for service activities, visit their website:

www.ysa.org/nysd

YWCA's Too!

Last month, in an article on federal funding, Charles Pekow listed many possible partners for 21st Century Learning Center grants. In addition to those listed, we encourage you to consider YWCA's.

Book Club in a Box

Have your school-agers (7-12) all read the same book? Want to incorporate more reading into your program? Perhaps this is the answer. It is a Book Club in a Box, which helps you facilitate discussion about books and novels that they have read through a board game. For more information about ordering this game for 4 to 10 players, call 617-332-4455 or check out their website at:

www.bookclubinabox.com

Note: Inclusion of a product or service on this page does not indicate a review or endorsement by School-Age NOTES.

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School-Age NOTES

ISSN0278-3126 © 2001 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Summer & School-Agers' Developmental Needs

by Rich Scofield, Editor

We have always talked about how summer is different than the rest of the school year in terms of more planning needed, themes developed and field trips arranged. Other differences are the length of day for staff, usually the hiring of new staff, and in some cases changes in rooms or site locations.

What we haven't talked about is the developmental needs of school-agers and how that might be approached differently in summer than the rest of the year. "Wait a minute," "I've just got to finish this!" These pleas heard to complete something when parents pick-up from after-school care during the school year have an outlet in summer. Summer provides the time and opportunity to meet the developmental needs of completion, product-making, and collecting. These are a part of a school-ager's developmental stage revolving around structuring and ordering their world. Whether a child is home for the summer, in child care, or at summer camp, long-term projects, collections, and craft products all work well to meet school-agers' developmental needs and to keep them busy!

Making lists is a developmental characteristic of school-agers...

You can support this developmental stage by following up on interests in collecting nature items such as stones, leaves, and bugs. Encourage children to list the different wildlife they've seen during outdoor time. Making lists is a developmental characteristic of school-agers in Jean Piaget's stage of concrete operations from about 7-11 years old. They can go on a micro-hike using a magnifying glass to look for insects. They can have the responsibility of keeping the bird feeder filled and the bird bath clean. Using real tools and doing real work is another characteristic. Collecting during this stage moves from quantity - how many living things did they see - to quality- categorizing by types and counting different ones. In baseball cards it moves from total number of cards to trying to collect all of each team and trading duplicates.

Good summer programs use these developmental needs to their advantage. They plan long-term projects—often ones culminating in a final event at the end of summer. They provide large blocks of time for children to pursue their own interests and play uninterrupted. Many take on the atmosphere of summer camps with special craft projects, planning for field trips and special themes.

Being understanding of a child's need to complete what they are doing and allowing extra time for it is a way to support this developmental characteristic. Encourage parents to nurture product-making by displaying their children's crafts at home. Finally being tolerant of all these needs including the stones and dead bugs for collections found on tables after outside time is a way to help children meet their developmental needs both in summer and year round. ♣

INSIDE

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Yearning for the Good Ole Days?

by Joyce Shortt, NIOST

Many readers of School-Age Notes may reminisce about the good ole days, before AFTER-SCHOOL became the new silver bullet.

Remember when working parents struggled to find affordable care and supervision for their children? Remember when programs were run by child care centers, community centers and youth serving organizations AND in schools? This was a time when providers planned activities to meet the needs and interest of the participants the best that they could, given generally limited resources.

Programs were primarily paid for by parent tuition, and the neighborhood, socio-economic status of the parents and resourcefulness of the providers often determined the quality of the program.

Well-meaning staff did the best they could and sometimes it was phenomenal despite low pay, lack of benefits and often in barely adequate facilities. Although back then NSACCA (National

(continued on page 3)

Discussion Site for Rural After-School Programs

Discussion on the Mott After-School list-serv pointed out that rural schools and programs have different needs and issues than those in more urban locals. From this idea, a new rural-centered after-school discussion site developed.

Many of these progams are involved with the 21st Century Community Learning Center grants, so discussion is often centered around that particular grant program. This is in large part because the 21stCCLC grants must be in either rural or urban schools to qualify for funding.

But the premise of the list serv is to "ascertain and share strategies that would be mutually beneficial to each other and most especially, the children and families we serve."

To join the conversation, or to just read it, head to the following web address:

www.quicktopic.com/6/H/nLjG5yi6mdC7uwUGhN8p/

You don't have to register or sign in and you can choose to receive email for newly posted messages. Quick Topic is a free, extremely easy discussion space. You can start your own topic or document review in about 20 seconds by visiting their site at:

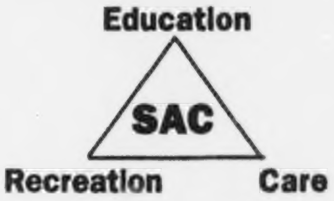
www.quicktopic.com

Correction

There were several errors in the last issue's activities pages. Passover actually begins on April 7 at sundown with a ritual meal known as a seder (not satyr). The charoset is not a dessert, but rather a component of this ritual meal, and the 'ch' is pronounced as in Chanukkah.

The Three Sides of School-Age Care

by JM Jordan



Three questions about After-School programs keep coming up.

1. **Are these programs education?** (With the academic professionals saying "no," and the caregivers saying "yes.")

2. **Are these programs recreation?** (With the caregivers saying, "yes and more," and the academics saying, "yes, only.")

3. **Are these programs child care?** (To this caregivers, children, parents and academics get into the fray saying, "yes and no, no, yes and yes.")

Endless debate, because like most ongoing debates we keep asking the same questions and offering the same answers again and again.

SAC is all three, a triangle of programming. At the base, recreation and care. Recreation because quality SAC Programs understand the developmental needs of the children. Play, (i.e. Recreation), is an essential need of children. Play is the theater for child development; play is the medium of growth.

Also at the base of the triangle is care. Without care, (adults who understand and nurture positive growth), recreation becomes mindless, purposeless activity. It has the potential to be so much more. It has the potential, with care; to increase and build essential social skills children need to become healthy adults.

The top of the triangle is education. This is twofold. First, staff who stay in SAC tend to be more educated in SAC theory and knowledgeable of child development than adults who leave the field (Morrow, 2000). Education gives SACologists (one who works from a theory base), the tools to be successful. Second, quality SAC is experiential education at its best. Humans learn best when their emotions are involved in the learning (Goleman, 1995), and recreation, bolstered by caring is a prime example.

Quality SAC is education and recreation woven together with care. At its center are the children and the adults relating/interacting. Education makes recreation and caring developmentally appropriate, recreation makes education and caring fun, and caring gives education and recreation soul.

JM Jordan is an Associate Faculty member at Concordia University in Saint Paul, Minnesota. Concordia offers Certificates in SAC, Bachelor of Arts degree completion programs in SAC and Master of Arts in Education with an emphasis in SAC. All are offered via distance education. For more information about our programs, check out our web-site http://www.cshs.csp.edu or call 1-800-211-3370.

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Good Ole Days

(continued from front page)

School Age Child-Care Alliance – note the 2 C's!) was emerging as a provider organization and School-Age Notes was a way of connecting to other people doing similar work across the country, there was little mention or acknowledgement of a "profession" or "field" of school-age care. Few other resources beyond the community were available.

Expectations of parents and the community were to keep children safe, have fun, make new friends and have experiences in the arts and recreation.

Welcome to the 21st Century! Things have changed, offering promising improvements as well as some challenges that we all must meet. The past decade has produced an unprecedented interest in after-school programming and an accompanying rise in expectations for what might be accomplished in programs, sometimes expressed as outcomes.

After-school has come to include the hours beyond the school day, including school holidays, vacation, evenings, weekend and summer. With the U.S.'s public interest in reducing juvenile crime, having a full workforce available to feed a booming economy, and increasing academic achievement monitored by high stakes testing the time beyond school is seen as golden– or perhaps silver. Programs referred to as "out-of-school time," "extended day," or "after-school programs," are expected to be accountable for the basic goals of safety, supervision, and some more lofty goals as well, including character development, academic achievement, becoming proficient with technology, making neighborhoods safe, and the list goes on.

With this rise in expectations, there has been an increase in public and private funding About 600,000 children between 5 and 13 are receiving subsidy in programs with funding from the Child Care and Development Block Grant, and by the end of this year about the same number will be served by the 21st Century Community Learning Centers program. National, community and family foundations, as well as state and municipal governments, provide funds for subsidies and for services of intermediary organizations to provide technical assistance and training for programs and link them with other supports such as planning, funding, evaluating and peer support.

The next frontier in our emerging field is to develop and maintain a professional staff, a staff that is adequately prepared for the challenges of leading high-quality programs...

More private and non-profit vendors are in the business of providing for a variety of needs including: programs, management resources, curricular resources, public awareness efforts, training, research, and evaluation.

In the year 2000, bi-partisan and public support for after-school was demonstrated by the introduction of 50 bills to the U.S. Congress directly related to after-school.

Related web-sites are numerous, with research findings, public opinion polls, tips for providers. Materials, merchandise, and curricula are being developed and widely marketed to program directors through traditional and also new communication vehicles.

Programs and activities for young people from age 5 through middle school are more plentiful in many communities across the country, and are offered under the auspices of schools, libraries, recreation departments, youth serving agencies, and non-profit and proprietary child care centers.

Program goals generally fit into three areas: youth and community development, child care, and education. There are similarities and differences across the programs and optimally parents could have a choice. However, many parents find few openings that are both affordable and accessible for their and their children's needs.

What is common across program types and goals is the need for a skilled and stable workforce. Programs that are housed in schools and run by schools such as those supported by the 21stCCLC are most frequently staffed at least in part by teachers from the school system who are generally paid between $20 per hour and their regular school day pay rate. Youth development programs and child care programs are staffed by a variety of people including college students and community members who work part-time for low pay. Full-time staff is most often comprised of managers, such as site directors and program directors. These staff members are paid considerably less than school teachers and work a full year, sometimes with benefits.

The next frontier in our emerging field is to develop and maintain a professional staff, a staff that is adequately prepared for the challenges of leading high-quality programs for all young people. Programs need to create and maintain an environment that provides continuous opportunities for learning with guidance from knowledgeable, skilled and nurturing adults. This will ensure that young people will make new friends, play, learn new skills and nurture their talents. For this to happen, all of us across the program types, with the encouragement of the burgeoning support organizations and funders must maintain the support across the political spectrum to build a movement for high quality after-school opportunities for all.

The National Institute on Out-Of-School Time contriubutes an article for School-Age NOTES every other month. NIOST is a part of the Center for Research on Women at Wellesley College. They can be visited online at www.niost.org. ❧

Saying Good-bye

In many schools, the month of May signifies the end of the school-year. If your children will be leaving your program for the summer, be sure to acknowledge this transition with some good-bye activities:

SAC Memory Book

Have each child draw or write about something that happened during the year. Put all of pages together into a book. Give each child a copy of the book, or keep one copy for next year's group of students to look at.

Memory Quilt

Ask each child to bring a square of fabric from home. Sew the squares together to make a group quilt. Use the quilt to decorate the walls of your program next year.

Questionnaire

Give the children a questionnaire about their year at the SAC program. Ask them to write about their favorite activities, favorite snacks and favorite field trips. Don't forget to ask for suggestions and improvements. The children will appreciate being asked for their opinions.

Community Guide

If you want to get a new view of your community, ask the kids to be your guides. First, take a trip to your local library (or look on the Internet), to learn more about your city, town or community. Help the kids put together a history of your community, such as when it was established, who the first settlers were, and so on. Learn more about current local landmarks, sports teams, cultural events and other interesting places or facts.

Once the kids are experts on their hometown, they're ready to take you on a bus or walking tour. Take turns pointing out places of interest and giving a brief commentary about each place. Tape record the speech and listen to it again when you get back to your program.

Games

Pebble Tag

This is a simple game that needs no props. All you need is a small pebble and a lot of space to run.

To begin, everyone stands in a line. A goal is set up about 30 feet from the line. One person is selected to be "IT." IT holds the pebble. Everyone in line sticks out both hands with the palms together and thumbs together. The thumbs are pointed up so that the hands form an opening. The person who is IT will then walk down the line pretending to put the pebble into each player's hands. At one point IT will really put the pebble into somebody's hands, but he will keep this person a secret from the rest of the group. The person receiving the pebble must run to the goal without being tagged by any of the other players. If anyone tags the person with the pebble, then he or she becomes the next IT.

To make the game more challenging, the person who receives the pebble doesn't have to run right away when she gets the pebble. However, she must start running before IT gets to the end of the line. Usually, the other players in line are all looking at one another to see if anyone has the pebble. If the person with the pebble is successful in running to the goal without being tagged, she becomes the new IT.

Clothes Pin Tag

Give each person 7 clothespins. On "Go" each person must get rid of their clothespins by pinning them onto another person's clothing. The goal is to have the least amount of clothespins on your clothing when the leader shouts, "Stop!"

Sardines

In this fun version of hide-and-seek, one person hides while everyone else closes their eyes and counts to 100. After counting, the group spreads out and tries to find the hidden child. If a child finds the hider, he or she squeezes into the same hiding place. At the end of the game there will be one child left searching and a whole group of children squeezed together in one hiding place– like a can of sardines!

May Days

Wildflower Jewelry

Pick a bunch of wildflowers (make sure you have permission before picking any plant!) or ask parents to donate some cut flowers from their gardens. Make a slit at the bottoms of the stems and feed the ends of the stems through one another to make a chain. The chains can be used to make beautiful bracelets, necklaces or crowns.

Toothpick Architecture

Give each child a pile of toothpicks and a lump of clay and you will be amazed at what the junior architects in your group will create. The clay can be used as a base for the toothpick structures, or small balls of clay can serve as corner joints to hold the toothpicks in place. Challenge the kids to build houses, bridges, tunnels, or even skyscrapers.

Byline...

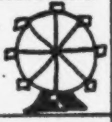
This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, WI.

---

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

MAY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MAY DAYS	Monday, May 14 is National "Dance Like A Chicken" Day. Do you know how to do the *Chicken Dance*? If not, put on a good polka CD and learn how!	Tuesday, May 1 is "Save the Rhino" day. Investigate the plight of the rhinos and start a fund-raiser to help them.	Wednesday, May 16 is "Wear Purple for Peace" day. Invite all of your children to wear purple and to share their message of peace.	Thursday, May 10 is "Clean Up Your Room Day". Brainstorm ways to keep your SAC space clean and organized.	May is National Egg Month. Try walking through an obstacle course while holding an egg on a spoon (or use a ping-pong ball on a spoon).
MAY HISTORY	Composer Peter Tchaikovsky was born on May 7, 1840. Tchaikovsky composed the music for *Swan Lake* and *The Nutcracker*. Listen to one of his famous pieces of music.	May 22 is the birthdate of Sir Arthur Conan Doyle, the creator of the Sherlock Holmes detective stories. Set up a detective agency to solve mysteries in your SAC program.	On May 16, 1866 Congress first authorized the making of the nickel. Have people bring their nickels in & put them in a jar. Count them and donate the money to a charity.	On May 17, 1954 the US Supreme Court ruled that racial segregation in public schools was unconstitutional. Talk about how this decision affects your life today.	Mount St. Helen's, a volcano in Washington State, erupted on May 18, 1980. Build a volcano with clay. Add baking soda, red food coloring and vinegar and watch it erupt.
ALL'S FAIR	The World's Colombian Exposition opened in Chicago, Illinois on May 1, 1893. Research to find out which other cities have held a World's Fair.	Hold your own World's Fair. Each child represents a country, preparing a booth illustrating the culture of the country.	Design a miniature fair midway. Use scrap materials to build Ferris wheels, roller coasters and other rides. 	Talk about which rides you like to ride when you go to a fair or amusement park. Which rides don't you like to ride? Why?	Have a carnival! Set up some traditional carnival games, pop popcorn and make lemonade. Invite parents or families from the community to attend.
QUIET PLEASE	List ways that people can communicate with each other without talking. Discuss the challenges you might encounter if you were a person who wasn't able to use verbal language.	Invite somebody from your community to teach sign language.	Play charades! Choose a word or phrase to act out (no talking). The other players try to guess your word or phrase.	Invent a machine that will deliver a note to a friend on the other side of the room. Build your machine and test it out.	A picture is worth a thousand words. Paint or draw a picture that communicates a message.
FOOT FUN	May 8th is "No Socks Day". Take yours off and try to draw a picture by holding a crayon between your toes!	Use old socks to make puppets. Attach buttons, yarn, felt or beads. Or draw faces with magic marker. When your puppets are finished, put on a show.	Put rolled up socks in the middle of a blanket or parachute. The players hold onto the blanket and try to shake the socks off.	Put several marbles into a bowl of ice cubes. Take off socks and shoes and pick up the marbles with your toes.	Play the shoe game. Everybody puts one shoe into a pile. At the count of three, everyone grabs a shoe and tries to find the person it belongs to.
PLANTING	Sprout bean seeds by placing them on a damp paper towel, which is folded up inside a sealed plastic bag.	Immerse a potato halfway in a glass of water (hold it up with toothpicks). In a week you'll see roots grow. Try this with avocado seeds or carrot tops.	Plant grass seed in white Styrofoam cups. Draw faces on the front of the cups. In a few days green "hair" will begin to grow on your heads.	Look for re-used containers to use as flowerpots. For example, plant seeds in an empty ice cream bucket, a juice can or even an old shoe.	Plant a flower bulb (pointed side up) in a bucket of Lego blocks. If you water it, the bulb will grow and flower, even though it wasn't planted in dirt.

President Bush's Plans for After-School

by Rich Scofield

Bush uses after-school to lead both charge for faith-based access to federal $ and streamline government–a good news, bad news situation for after-school.

Recently, a reader complained that Charles Pekow's February 2001 article about federal funding for after-school programming was overtly partisan by including the statement "Enjoy it before a Republican president and congress can tamper with it." As editor, I am partisan only towards the welfare of children and school-age care, and base opinions on 20 years of watching Washington and children's issues. Here is a report on potential changes that may affect our field. Much of it is in the Bush administration's own words.

In internet listservs related to after-school care, people have been asking how a change in administration will affect after-school. President Clinton took a personal interest in youth issues and pushed for more funding for the 21st Century Community Learning Centers (21stCCLC) program. This program went from $1 million in funding to $860 million in 5 years. It attracted an unprecedented near-$100 million from private funds from the Mott Foundation. In addition, special school-age child care funding in the Child Care Block Grant was preserved during the Clinton administration. Under President Bush's administration would funding be cut? Would the 21st CCLC be dismantled? What would happen to the push to give community-based organizations (CBO's) opportunities to become lead agencies with programs like the 21st CCLC?

The good news is that after-school has repeatedly been used by Bush as an example in three major areas of new or continued initiatives: education, drug prevention, and faith-based/CBO involvement. Bush's vision is outlined in his 30 page "No Child Left Behind" report of Jan. 23, two days after his inauguration. It is part of the "Plan for Nationwide Education Reform" which can be seen at **www.whitehouse.gov** (It is a .PDF which loads slowly.) It appears to have both good news and bad news for the after-school community.

> **"...21stCCLC should open 100 percent of its funding to competitive bidding."**
> **- President George W. Bush**

Good news for CBO's is in "Safe Schools for the 21st Century," a proposal which would allow them to receive federal grants for after-school programs. "Before- and after-school learning opportunities will be expanded by granting states and school districts freedom to award grants to faith-based and community-based organizations."

In the executive report "Making Schools Safer for the 21st Century," it specifically recommends that "states will be allowed to give consideration to religious organizations on the same basis as other non-governmental organizations when awarding grants for after-school programs," which is great for the faith-based community. The bad news is that while the proposal for a level funding field for religious organizations received little media attention, that was not true for Bush's "faith-based charity plan" which has been criticized for violating the separation of church and state.

The bad news for the 21st CCLC after-school community is that the Bush plan recommends collapsing two programs into one and giving them to the states, like block grants. This lifts the protection of designated after-school dollars directly from the federal government. It means that states could decide not to put the allotted amount of money into after-school, but rather increase money to schools for violence and drug prevention activities during regular hours.

"Safe Schools for the 21st Century" states, "The purpose of Title V [the new funding proposal] is to help children meet challenging academic standards by empowering states and school districts with the means to provide a high-quality education that is also safe and drug free. [We seek] to ease the burden of administering two separate but similar programs that clearly overlap each other in statute and practice. It streamlines the Safe and Drug Free Schools program and the 21st Century Learning Centers program into a performance-based grant for before- and after-school learning opportunities, as well as for violence and drug prevention activities. States are held accountable for using research-based programs to improve academic achievement, improve school safety, and reduce drug use...."

After-school continues to have high visibility in the press. The Associated Press reported that "Bush established a White House office that would distribute billions of dollars to religious groups and charities over the next 10 years. The president said such groups grapple daily with 'deep needs and real suffering' in communities, and deserve a chance to compete for taxpayer money for after-school programs, prison ministries and drug treatment, among other things." *USA Today* writes, "Bush will offer states matching grants for their own offices of faith-based programs [Actually it's of "faith-based and community initiatives."] and he'll emphasize after-school programs."

A final bad news note, this time for the schools, though it is good news for low income families and CBO's. Schools will have to share 21st CCLC funding. In Bush's "blueprint" of Feb. 15, he states the goal to "provide more after-school programs for low-income children" and that "the federal 21st [CCLC] program should open 100 percent of its funding to competitive bidding. In addition to schools, faith-based and neighborhood groups should be able to apply for such funds. Finally, low-income parents will be provided certificates to help defray the costs of after-school programs, whether run by a community group, neighborhood church, synagogue or mosque, or a local school."

Diversity Issues

by Caulyne Burton

We live in an era that can pigeon hole groups, ethnicities, gender roles, societal expectations from a glance across a street. We can wear our causes, literally, on our sleeves with an assortment of red ribbons, pink ribbons, etc. Does this effect how we treat people? Most of us believe that it doesn't. Yet, as adults, if we are quick to stereotype people, even if just a passing thought, what message are we giving our children?

"Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken messages about those differences. Racism, sexism, and handicappism have a profound influence on their developing sense of self and others." (Sparks, *Anti-Bias Curriculum* ix)

The challenge then becomes presenting an environment in which children can acknowledge the differences between themselves and others, (as they are bound to do at this stage of their cognitive development) without forming negative stereotypes and biases. In the United States, we are moving towards the term "majority" becoming obsolete. We have already seen this trend in California during the last census. Ethnic and racial minorities are no longer in the minority.

What does this mean for your program? There needs to be an effort to be more culturally sensitive, more inclusive, but at the same time, not neglecting the individuals– your program participants and their families. Every family has special needs and customs and beliefs that are unique to them.

One of the problems with an over-simplified or forced cultural inclusiveness is that we get lost in the details. We can learn about an elaborate cultural event celebrated by a country half-way around the world while neglecting the diverse traditions of those within our own communities and programs. Yet even this becomes a catch 22. What if you have a rather homogeneous community? How can you make it real rather than abstract?

When speaking about diversity a million questions for a million different circumstances arise. How to you incorporate these ideas? What traditions and cultural norms should you highlight? How do you create a staff of culturally sensitive role models? How to do you create learning models and anti-bias curriculum? How do you address gender? How do you make sure that you are not offending people through your choice of programming?

This is where we turn to you. What have you learned from your programs? What has worked to bring diversity and multicultural themes to your program? What have been the biggest reasons for you to include a broader range of ideas and custom? What have been some of the challenges that you have faced? What has the reaction of the parents been? The students?

What we would like for you to do is share your success stories. Tell us what has worked for you, so that others can learn from them and try to attain a higher level of diversity. Because, there can be no greater example of multiculturalism and diversity than an exchange of ideas of how to attain it spread across North America and other parts of the world through the pages of the newsletter. Share your strengths with others in your field! ✍

To share your ideas for creating diversity within your school-age program, email, fax or write School-Age NOTES.

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CONNECTICUT April 11, 2001
Conn. Early Childhood Ed. Council, Branford
Contact: 203-481-5066

NSACA NATIONAL CONFERENCE
April 19-21, 2001, Indianapolis
Contact: 1-800-606-0061 or www.nsaca.org

CALIFORNIA April 19-21, 2001
Annual CalSAC Conference, Sacramento
Contact: 415-957-9775

PENNSYLVANIA May 19, 2001
PennSACA Conference, Millersville University
Contact: Carolyn Hawk 520-322-5077

YALE UNIVERSITY July 9-11, 2001
Yale's School of the 21st Century Conference (Not to be confused with 21stCCLC) New Haven
Contact: 203-432-9944

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8th National Older Kids Conference, W. Palm Beach
Contact: 1-888-438-3123

MISSOURI Nov. 30- Dec. 2, 2001 NEW!
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PERIODICALS

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RESOURCES

Computer Resources

The National Association for Child Care Resource and Referral Agencies has reported on the following computer resources for non-profit agencies.

- Never pay full price for Mircosoft software again at:

www.compumentor.org

- The entire line of Norton Utilities software is also available.

www.symantec.com/corporate/community.html

Bringing Yourself to Work

Bringing Yourself to Work, the groundbreaking new after-school training program from Michelle Seligson and Pat Stahl of the Center for Research on Women at Wellesley College has a new web site!

www.bringingyourselftowork.com

USDA's After-School Snacks

Make sure that you look into the USDA's after-school snack program. All of the information is at their website:

www.fns.usda.gov/cnd/Afterschool/afterschool.article.htm

Tutor/Mentor

A Tutor/Mentor Leadership Conference will take place in Chicago on May 17 and 18, 2001. 250 people are expected to attend, representing more than 150 afterschool and school-based tutor/mentor programs. For more information, visit their website at:

www.tutormentorconnection.org

Empower Girls

April 26 is Take Our Daughters to Work Day. Find out more at:

www.takeourdaughterstowork.org

Hands on Crafts for Kids

The public television series Hands on Crafts for Kids has expanded to both books and a website. Includes step-by-step instructions for projects such as toilet paper roll puppets. For craft ideas, simply log onto the website at:

www.crafts4kids.com

Health Education Resources

The ETR Associates' 2001 Health Education Catalog is now available. From tobacco and drug prevention resources to sexual development, bullying and violence prevention this catalog contains guides for you to help your school-agers with the challenges of growing up. Get this catalog by calling 1-800-321-4407 or visit them online at:

www.etr.org

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Summer Ideas

How Art Helps Children Grow

7 Good Things for You to Know

by Anna Reyner, MA, Art Specialist

Editor's Note: Summer is a time when programs often have more art projects than during the school year. This may be a good time to re-vamp your art program by writing out a purpose and goals. These would not only help in planning and having a more meaningful art program, but could be used as a marketing strategy for parents seeking a broad-based enrichment program. Anna Reyner's article is full of research-based and practical information to help you develop your art program.

Have you ever wondered what it is that makes some arts & crafts programs stand out from the rest? Have you ever wanted to make YOUR program more creative– more exciting– more interesting for you and the children you work with? You don't have to be an Art Specialist to run an exciting program that children want to come to– but it does help to know something about the value of arts in child development.

Here are seven good ideas from art educators and developmental specialists that briefly explan what is about art that helps children feel good about themselves, helps them grow intellectually, emotionally and socially... and helps them master the world around them. And while you don't have to have an art background to help children feel creative, you do need an open-minded attitude about the process of creativity, and a willingness to explore, discover and learn new things. Since the process of art-making is the process of discovery, look at these *7 Good Things*, and find something that might help you in your work– something that perhaps you never thought about before.

1. Know the difference between arts and crafts.

The process of making art and the process of making crafts are related but different activities. Many people think of "arts and crafts" as if they were the same thing. However, practice with making a painting and practice with making a birdhouse show us that arts and crafts are really quite different activities. While art is an open-ended or "unstructured" activity, crafts are goal-oriented and "structured." In the example, painting is an art activity and the birdhouse is a craft activity. A good arts and crafts program provides both arts and crafts activities and allows children to explore and learn from both.

Craft Activities
- are product oriented
- engage cognitive skills & problem solving
- require specific materials & instructions

Art Activities
- are process oriented
- engage imagination and feelings
- basic supplies & open-ended intruction

2. Separate the *process of art* from the *product of art.*

Children enjoy both the *process* and the *product of art.* One of the main goals of your enrichment program is to help children experience the joy of creativity and the satisfaction of mastery... both concepts related to the *process of art.* But while adults focus on the *process of art*, school-aged children are often concerned with the *product.* The want their project to look good– and to be worthy of admiration. So it's important to keep both the process and

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Cultivating Intergenerational Relationships

by Sue Lawyer-Tarr

Two friends who recently retired from a busy law practice traded in their old car license tags for new ones saying "BE" and "BEING". This is what intergenerational friendships offer our youth, people who have time to "be." Cultivating community, cooperation, caring, compassion and loving values in our global village called Earth takes time. Establishing connection and relationship takes time and hanging out together. The elderly have time to simply "be" with school-age children.

Anthropologists, like Margaret Mead, speak of intergenerational relationships being vital to the continuity of all cultures. The elderly bring wisdom and values into the family equation. In America, job relocation often limits our youths' opportunities to develop cross-generational ties and friendships with grandparents and older aunts and uncles. Family conflict and divorce also have an impact on contact with elder relatives. Lack of connection, isolation and not having the natural wisdom of our elders passed down from genera-

(continued on page 3)

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Apology for Passover Errors

Our apologies to the Jewish community and our readers for the errors regarding Passover in the March issue of *School-Age NOTES.* We were able to get a short correction in the April issue as it went to press. Please make changes in your copies so that staff looking at back issues know what is correct. On page 5, Passover begins on April 7 at sundown not April 8 with a ritual meal known as a Seder (not satyr). On page 4, the charoset is not a dessert,but rather a component of this ritual meal, and the 'ch' is pronounced as in Chanukah not a silent 'c'.

As editor and publisher, I was horrified and embarrassed when a reader called and brought the errors to my attention, but so thankful that she did. It was bad enough to make an error regarding a religious holiday, but I was aware of what satyr meant and was mortified. I usually proof the activities and in the rush to get to press I must have been on automatic pilot. I know how to spell Seder (but didn't know it was capitalized) and know what satyr means and it apparently didn't register. Not only did that unfortunate spelling/meaning error occur but there were the other errors regarding Passover.

In speaking with Gina Campellone, the activities writer for March, who also felt very badly, I began to understand what happened. Her neighbor, a rabbi, provided her with the information over the telephone. When he said Seder, she spelled it phonetically and her mind recognized satyr as a word but didn't know the meaning. She explained to him that she had very limited space to describe each activity to be used with children. She believes this is why he attempted to simplify everything (re: date, dessert, silent c).

We have handled this by: getting the short correction notice in the April issue; distributing to the school-age listserv (SAC-L) and Mott After-School listserv an apology; putting a notice in any March issues that were hand sent; putting same notice in when back issue volumes are created; and taking out of circulation for sample distribution the remainder of the March issues.

Again, apologies from both Gina and myself with resolve to be more thorough.

Rich Scofield, Editor/Publisher

Letter to the Editor

I was so pleased to see the article, *YWCA's Too!* in your March edition of *School-Age NOTES.* There are many YWCA's actively involved in 21st Century Learning Centers and many others who are applying this year. I know they join me in reading your wonderful publication on a regular basis so it was really reassuring to see that when an omission or error is made, you are quick to correct it. Thank you for printing this particular correction.

Rhea Starr,
Director of Child Care Services and Advocacy, YWCA of the USA

Washington Notes

by Charles Pekow

Bush Plan to Merge 21stCCLC Nixed

President George W. Bush's education plans may result in some positive new opportunities for school-age programs. So far, the plans are getting a largely sympathetic hearing from the slim Republican majorities on Capitol Hill. But the big tests remain.

The biggest danger to school-age funding proposed by Bush may already have been cut. The Senate Committee on Health, Education, Labor & Pensions approved an education reauthorization bill that rejects Bush's call to merge the 21st Century Community Learning Centers program into a block grant. Bush had proposed eliminating the earmarked funds and merging the program with the Safe & Drug-Free Schools funding. This would then leave it to the states to decide how to use the funds which could mean less for after-school programs. But the Senate bill would leave both grant programs intact - increasing funding for the 21st Century program from last year's $845.614 million to a proposed $900 million in Fiscal Year 2002 budget.

The measure would continue the Community Development Block Grant funding at the 2001 fiscal year levels. Many communities have been using the money for school-age programs, specifically targeting drug and gang prevention for low income youth.

Other than the merger, Bush's proposal seems "kinder and gentler" to school-age programming than expected, and the Republican reaction appears to reciprocate. Republicans on the House Committee on Education & the Workforce introduced Bush's No Child Left Behind Act of 2001 with the symbolic number of H.R. 1 to designate the importance of the issue.

A close look at Bush's proposal reveals some new possibilities for school-age care. First, Bush calls for earmarking $400 million of the Child Care & Development Block Grant (CCDBG) for school-age care. Until now, only about $19 million has been earmarked for school-age care and resource & referral. Bush would overall increase CCDBG from $2 billion to $2.2 billion.

Bush also did not endorse or advocate closing the Corporation for National & Community Service (AmeriCorps), which funds grants for volunteers in school-age programs. ❧

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Intergenerational...

(Continued from front page)

tion to generation contributes to disconnected acts like school shootings and suicide.

Disconnection costs our society on every level, physically, emotionally and spiritually. Elders impart a sense history, continuity of life and the importance of values and community. They are great mentors for youth. Seniors have knowledge and tolerance for the different stages of children's development, knowing "This stage too shall pass". They have learned effective ways of being with children that we can all benefit from.

Twenty years of experiences with intergenerational activities at *The Clubhouse - After-School Caring and Sharing, Inc.* have shown me the incredible benefits reaped by putting elderly adults and school-age children together. Visits to senior programs were one of the children's favorite activities when signing up for field trips:

One lively retirement home we visited weekly during the summer had an active group of 80-to 90-year-old seniors. We could only take 12 children each visit and we usually had three times as many children sign up to go to play cards or checkers. Children who couldn't go commented they felt the seniors would be sad they were not there. "I need to go—Joe will miss me and be sad if I don't."

Some of our more boisterous, active children formed the deepest bonds with the seniors and were incredibly well behaved and charming during our visits. Children found a great audience with the seniors who loved listening to the children. Often they would help poor sighted or seniors whose memories were failing keep track of what cards to play. They loved helping the seniors and felt truly needed.

Parents commented their children talked a lot about the people they visited at the retirement home. The seniors said it was their favorite activity of the week. Relationship and connection came out of spending time and simply being together.

Elders report school-age children make great friends. Seniors find it pleasurable and rewarding to be around school-age children. The Southern Poverty Law Centers' *Teaching Tolerance Magazine* promotes intergenerational friendships. Their seniors feel children "respond well when adults take time to teach them more appropriate behaviors. Nowadays parents' responsibilities are so large they don't have time. You've got to fill in and lead these kids. I'm a firm believer that we've got to work with kids and help them grow up." A youth participating in an intergenerational project run by the Hesston Kansas area seniors said, "These guys are fun. They really help you," sheepishly adding that the older people who run it are "pretty cool."

With summer fast approaching, we are busy scheduling activities, camps, etc. for our children. Let's take a look at some of the ways we can cultivate intergenerational activities and relationship in our programs. Adopting foster grandparents and great aunts and uncles can greatly benefit your program, especially during the summer when we have long days together. Summer programs are more conducive to being and hanging out together.

Sue Lawyer-Tarr is a national school-age consultant, workshop leader and author. Her after school program, "The Clubhouse After School Caring and Sharing" opened in 1977 and has received national recognition for excellence. Sue is the author of "How to Work with School-Age Children and Love Them" and "School-Age Child Care Professional Training: A Workbook for Teaching Staff".

For an 11X17 copy of the "Tree of Human Values" referred to in this article, an unedited copy of this article suitable for copying and membership in our intergenerational e-mail site which shares further ideas for involving school-age children with the elderly, send a self addressed, stamped legal size envelope and $5.00 along with your e-mail address to: Sue Lawyer-Tarr, %Clubhouse Press, 500 E. Harmon Dr., Midwest City, OK, 73110

Activities for School-Agers and Seniors to Enjoy Together

For the next few months, we will bring you Sue's ideas for intergenerational activities.

- **Host a grandparent tea party at your center for grandparents and senior friends.** Decorate your tea table with a beautiful cloth tablecloth, cloth napkins, flowers arranged by the children, and real porcelain teacups and pots. (Garage sales and thrift stores are wonderful places to find fancy teacups, teapots, sugar bowls and cream pitchers and cloth tablecloths.) Serve herbal teas and cookies baked by the children. Let the children create the invitations.
- **Visit a local garden club.** Perhaps a senior member would be able to come to the center and teach children the basics of seed propagation and care. Children can go on a garden tour of some of the senior's gardens. Children could draw pictures of the senior's garden to mail to them as a thank you when they return to the center, or if possible draw pictures while they are there.
- Visit a senior center and **participate in their exercise classes.** Children love the sit down chair exercise classes often held there. Pair them with a senior buddy for the exercise class and watch both groups get a workout. If there isn't a chair exercise class at a senior center, have the children create one and go to the center to teach the seniors.
- Call a local **square dance or folk dance club** and see if any of their senior members would be interested in coming to teach dancing. Have seniors and children come in their fanciest duds. Maybe you will find a senior caller or fiddler to come too.

More Intergenerational Activity Ideas ALL SUMMER LONG!

Father's Day Coupons

The United States has been honoring fathers in June for nearly 100 years. Show your father how much you love him with a fist full of coupons. Instead of writing your coupons in a book, make each one unique and special. For instance, trace your foot for a free shoe shine. Add hole punches and laces of yarn to make it more fun. Trace a bear and decorate it. Write "good for one free bear hug" on the front. For yard work, have each child bring in a pair of garden gloves and use puff paints to decorate them with #1 Dad. Tuck a note or two inside the gloves that tells what yard job you'll do. Draw a large hammer and decorate with colorful markers. Write "good for help with one fix-it project of your choice" on the front. Use your imagination for more.

Be sensitive to individual family circumstances, configurations, etc. (Deceased fathers, absent fathers, step-dads, and no dads.) Suggest, if appropriate, they substitute an important male in their life for Father's Day activities.

Flag Day Fun

On June 14, 1777, in Philadelphia, the second Continental Congress adopted a design for an American flag. Betsy Ross was the woman who sewed the stars and stripes onto the first flag. George Washington said of the flag, "We take the stars from heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity, representing liberty."

Since the beginning of the American flag, thirteen stripes have remained, however a new star has been added with each adoption of a new state. The most recent states added were in 1959 and 1960. Do you know which states these were? How many stars are on the American flag today?

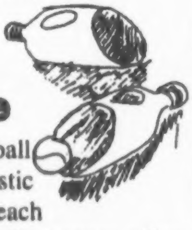
Celebrate Flag Day in your own program by flying the American flag and decorating the room in red, white and blue. Create your own program flag with each member adding something new. Explain what each symbol means for your group and why. Display proudly in your program all month.

Wildflower Hunt

Have a day devoted to wildflowers. Start with a nature walk in the morning. When the group finds some flowers, pick only one flower from each plant, teaching kids how to respect the beauty and to promote growth. Make sure you have permission if it is someone's property, though! Once everyone has a bouquet, stop for a picnic lunch. Once you return home, press your flowers between contact paper to make bookmarks, placemats or a wall hanging.

Add to the fun by placing the flowers on wax paper, sprinkle on colored crayon shavings, and another sheet of wax paper on top. Press with a warm iron. End your day by thumbing through a wildflower identification book to find names for your flowers.

Scoop Toss Game



Make your own ball toss game with plastic milk jugs (juice & bleach jugs work also). Cut the bottom off to make a bucket, catching and throwing only using the jug. While holding the handle, toss a tennis ball back and forth between partners. Have a large group make scoops and toss the ball clockwise around the circle. Then let members toss the ball at random, shouting out the name of the intended receiver. To make the game even more challenging, add 3 or 4 more balls at once. If playing with just partners, after some practice, have two balls going. To make this a solo game, tie a string around the ball and the other end to the jug handle. Try to swing the ball into the bucket.

Artwork with Water

On a hot day, drawing on a sidewalk with water can be fun and leaves no trace that you were ever there. Plan this project the day before, because you need to freeze your writing utensils. You can use ice cubes, however it's more fun to create writing tools with straws, paintbrushes, cans or plastic containers. Find a way to fill each with water and place in the freezer overnight. Start creating your drawing on a sidewalk on the hot day. Work fast with large stokes to finish your drawing before it disappears. Mistakes vanish quickly so don't worry. If you find a bit of shade, your drawing will last longer. This project is finished when your ice cubes are gone and so are your masterpieces.

Summer Program Yearbook

Have one group in your program agree to record the events of the summer as they happen. With just one roll of film, they take pictures during special events and project. The other groups can request a "memory moment" to be recorded. When each picture is taken, a caption about the project is written. Two or three weeks before the end of the summer, develop the film. In a simple booklet, cut the pictures into fun bubble shapes and paste into the book. Add the captions and a title page and treasure your book for summers to come.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Suellen Nelles* of Fairbanks, Alaska.

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40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JUNE IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SAFARI	Plan a safari theme for the month of June. Let the kids do the planning and then have a "Safari Day" at the end of the month.	Have the group make binoculars for their safari hunt using toilet tissue rolls cut in half. Hot glue together, side by side, paint and add string to hang around the neck.	Make safari vests with paper grocery bags. Turn upside-down and cut armholes on sides & a neck hole. Cut another opening down the front. Paint in bright safari colors, stripes and patterns.	On safari day, use face paints to create your favorite safari animals. 	Have a safari walk in the woods. One group dresses like safari animals and hides along a pre-planned route. As groups pass, animals pop out and tell a fact about their animal.
SOCCER	Make your game faster-paced by using 3 balls instead of just one. Same rules apply. This gives kids more contact time. You may need 3 referees too.	On a rainy day, play soccer indoors on a table-top with a ping-pong ball and two players, each using only 2 fingers. Let the kids make up the rules.	Try playing soccer with a beach ball. It's lots of fun to kick the ball hard and watch it fly. 	Have a soccer coach volunteer to teach your kids some fancy soccer tricks.	Play soccer backwards. Every time you blow the whistle, the kids must switch from running and kicking forward to backward.
PETS	Many kids have pets and enjoy sharing them. Have your kids draw their pet or a pet they want to have and then share with the group.	Give the kids recycled items such as styrofoam cups, paper towel rolls and buttons. Have them create fictitious pets of the future or from another planet.	If your program allows, purchase a real pet for the program that the kids can take responsibility for such as naming and feeding it.	Have a Pet Day where kids can bring their pet for show and tell. Have pet sharing outside on a nice day. (Be sure to check medical records for allergies.)	Teach the kids about the enormous responsibility of having a pet. Talk about safety around strange pets and what to do if you find a stray pet.
PHOTOGRAPHY	Have a professional photographer come show the kids how to take pictures and talk about photography as a career.	Find a book that shows how to make home-made cameras with just a box with a pin hole and photo paper. 	Take a picture of each child in the summer sun. Using the photos as a guide, have the kids make self-portraits with paint.	Use those same photos to decorate your program bulletin board. Have the kids write a paragraph about themselves. Display these with the self-portraits.	Cut your favorite photographs from magazines like *Life* and *National Geographic*. Create a collage on contruction paper and give your artwork a title.
CELEBRATE JUNE	June 2- Martha Washington's birthday, the first First Lady. Ask the kids what the First Lady does. Enjoy the responses!	June 17- Father's Day! Make Dad coupons or tie-dye pastel colored ties. *Be sensitive to those without fathers... see page 4.*	June 18- International Picnic Day. Explore a new park within walking distance and let the kids plan your picnic menu!	June 21- Solstice Day. This is the longest day of the year. Why is there sunlight as late as midnight in places like Fairbanks Alaska on this day?	June 27- Helen Keller's (1880-1968) birthday. Try having your lunch with a blindfold and earplugs in, experiencing two disabilities at once.
AUTHORS R AWESOME	June 6- Aleksandr Sergeyevich Pushkin born 1799. Like this Russian poet, find a place to sit for 5 minutes and write a poem about what you saw and heard.	June 9- John Payne, author & composer of *Home Sweet Home* was born in 1791. Create an instrument out of recycled materials and write a song for it.	June 10- Maurice Sendak, author of *Where the Wild Things Are* was born in 1928. Paint your image of the things you've imagined live in your closet.	June 12- Anne Frank's birthday. Keep a diary of your events during the summer program, have a different person add an entry each day, with input from the group.	June 22- the author of *The Hungry Caterpillar*, Eric Carle was born on this day. Read the book together and tell stories with the same theme as the book.

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Art and Developmental Goals

Thinking Skills.
(Cognitive development)

- Problem solving skills are exercised in experimenting with art suppliesand observing cause and effects.
- Decision making is constant and continuous in assembling and decorating art and craft projects.
- Spacial relations and visual thinking skills are egaged and strengthened.

Feeling Skills.
(Emotional development)

- Open-ended art helps children communicate real feelings and potentially have others understand them better.
- Art materials provide sensory stimulation that can be fun and provides pleasure and satisfaction
- In the event of a crisis in your community, open-ended art provides an outlet to reduce the stress of a trauma.

Relating Skills.
(Social development)

- Materials are shared in an environment that facilitates social interaction.
- The non-competitive or cooperative environment of the art room helps children practice social skills.
- Shy or less verbal children often participate more comfortably with others in this cooperative arena.

Coordinating Skills.
(Sensori-motor development)

- Fine motor skills are developed using a wide range of materials, craft accessories and art room tools.
- Eye-hand coordination that is developed prepared children for real life tasks at school and home.
- Self esteem is enhanced when a child identified himself as being "coordinated."

Art...

(Continued from front page)

the product in mind when you run an art activity. You can do this by providing a variety of art and craft materials that are stimulating, age-appropriate and easy to be successful with– and by providing just the right amount of instruction and inspiration.

3. Know how arts and crafts help children reach development goals.

Eric Erickson, in *Childhood and Society*, wrote that the development goals of school-age children fall into four main categories: *Cognitive, Emotional, Social* and *Sensori-Motor*. In order to become healthy, happy and productive teenagers; and later, healthy, happy and productive adults, children from 5-12 years old must have lots of experiences and repeated practice with tasks in each of these four areas. Arts and crafts help children experience and practice their skills in all four of these areas. How? See the sidebar on the left.

4. Know that crafts and art develop different skills.

Arts and crafts develop different developmental skills. Art activities develop feelings skills and promote self expression. Craft projects develop thinking, relating and coordinating skills. These skill arenas overlap, but it's valuable to spearate them and understand the difference when you work with children in an art group. This way, as you look in your cabinet and wonder *What art or craft activity will I provide today?* you can ask yourself what you need to focus on: is it relationship building, self-expression, cognitive skills, coordination? Once you establish this, you can decide whether to select an art activity or a craft activity.

5. Know about the left & right sides of the brain.

Arts and crafts activity participation activates both sides of the brain, both the linear left hemisphere and the creative, non-sequential right hemisphere. They are excellent developmental activities that help children develop their full potential. Generally, the left side is activated by reading, math or linear problem solving. The right side is activated by art, music, dance and drama.

6. Know the theory of learning by doing.

Arts and crafts offer children endless opportunities to learn by doing. And they are likely to remember what they learn! Brain researchers tell us that children retain much better when hands-on activities go along with their learning.

Children learn:

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they HEAR & READ
- 70% of what they SAY
- 90% of what they DO!

7. Know at least one definition of creativity.

Ask the children what they think. The potential for creativity– the act of making something new– lives in each of us. Most of us act less and less upon this potential every passing year. Our own creativity becomes a memory– something we outgrew or lost along the way. If a child grows up believing he is creative, he will have a better chance of finding constructive outlets for creative energy in later years. The child's creativity will not just be a memory; it will be a valuable personal resource to use every day.

Anna Reyner is a registered art therapist and a licensed marriage, family and child therapist from Los Angeles California. She is known for her dynamic creative art workshops and motivating people to explore their own creativity. She has presented workshops at over 200 state, national and international conferences. She is the School-Age Marketing Director of Discount School Supply. She can be contacted at: anna@earlychildhood.com

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Diversity Issues Reader's Response

I was interested in your article about diversity in the latest issue of School-Age NOTES. Being in a relatively homogenous community of white, middle class families, I have felt it is especically important to be sensitive to the diversity issue.

We have addressed this in a variety of ways:

1. We sought and received a grant to work with our staff (focusing on our program supervisors) on multiculturalism. We brought in a professor from Temple University to lead discussions and activities. It often became a bit tense as people shared their thoughts and biases, but, in the long run, I think it was useful.
2. I ordered the "Teaching Tolerance" materials from the Southern Poverty Law Center. Though I hate the term "tolerance," and the materials focus on younger children, they are well done and can be translated into school-age. I use the video as one of my training modules available for staff to use to get continuing ed credits.
3. I attended a workshop presented by our local Human Relations Commission on how community leaders can improve cultural sensitivity in our town.
4. I make a conscious effort to recruit diverse staff, so that the children, though living in a less-than-diverse community, will have an opportunity to meet and form close ties with people of various ethnicities, races, genders, and sexual orientation.
5. I do not tolerate cultural or racial biases when I see or hear them happening in our program. I remind staff not to focus only on their own cultural/racial/religious background when it comes to holidays and other times during the year. They may share their own background materials, but must be open to and bring in to the discussion various other cultures.
6. I remind new staff about not perpetuating gender stereotypes, either in their behavior or their expectations of the interests of the children (ie, everyone takes turns cooking, serving, cleaning up; everyone takes turns leading physical games; we avoid stereotyped "boys" or "girls" activities.)
7. We have had two years of overarching themes to our curriculum encouraging kindness, caring, community, and recognition of individuals and their unique contributions.
8. I encourage open dialogue around issues of race, gender, culture and other areas of potential discrimination, in hopes that stereotypes and misconceptions can be avoided, and we'll all learn about where we still need help to recognize our biases.
9. I sit on a statewide committee formed to encourage inclusion of children with special needs into child care.
10. We have tried to include a variety of multicultural materials in our programs- music, books, toys, etc.
11. We have recently initiated a penpal program for school-agers through a friend of mine who is a professor in Russia.

Though these steps may not have eliminated bias, I hope that the intentionality of my approach has made some small step toward helping our staff and children be open, fair and embracing to all people.

Denise Sellers is the Executive Director at the Haddonfield Child Care Center, Haddonfield New Jersey, where she has been for 15 years. She has 5 sites serving about 225 kids in grades K-8. Her program has a 1:10 adult/child ratio.

To share your ideas for creating diversity within your school-age program, email, fax or write School-Age NOTES.
cburton@schoolagenotes.com
fax: 615-279-0800
School-Age NOTES, P.O. Box 40205
Nashville TN 37204

SAC CONFERENCES

PENNSYLVANIA May 19, 2001
PennSACA Conference, Millersville University
Contact: Carolyn Hawk 520-322-5077

YALE UNIVERSITY July 9-11, 2001
Yale's School of the 21st Century Conference (Not to be confused with 21stCCLC) New Haven
Contact: 203-432-9944

WASHINGTON August 3-4, 2001 NEW!
Annual State Conference, Wenatchee
Contact: Sarah Mello Temple 206-323-3296

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8th National Older Kids Conference, W. Palm Beach
Contact: 1-888-438-3123

NORTH CAROLINA November 16-17, 2001 NEW
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527
Presenters are still needed! call Connie

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051or jc-indep@missouri.edu

Quick Facts

Father of Black History

Carter G. Woodson created Negro History Week in 1926, which became Black History Month (February) 50 years later. The Cox News Service states that, "He pushed fo the education and preservation of African-American history and published several books on the psychology and history of the African-American experience."

Incredible Girls

Phyllis Wheatley, sold as a slave when she was 6 years old, was the first black woman to publish poetry in the U.S. She was 13.

Gwedolyn Brooks, the first African-American to win a Pulitzer Prize in Literature, wrote her first collection of verse, *American Childhood*, when she was 13.

Ah-yoka, the 12 year-old daughter of Sequoyah, a Cherokee scholar, was the first person to learn to read the written Cherokee language.

Source: The Information Please, Girls' Almanac *as cited in* Girls: An Anthology, *edited by Chevat, Piette and Argabrite (New York: Global City Press, 1997)*

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May 2001

PERIODICALS

RESOURCES

Technology Help

More than 30 lesson ideas that incorporate technology can be found at the YouthLearn website. The site is geared specifically to assist after-school and out-of-school programs. The site is a project of the Morino Institite. Visit them at:

www.youthlearn.org

Girls Around the World

In this new social studies lesson, students can explore the status of girls across the globe. The lessons use technology and creative writing. Visit "Girls Around the World: Communicating Through First-Person Narratives" at:

www.thirteen.org/wnetschool/origlessons/women/index.html

Search Institute

The Search Institute catalog is filled with materials to help you build stronger communities with topics from community mobilization to youth development. For a catalog, call 877-240-7251 or visit them online at www.search-institute.org.

Faith Based ConferenceTranscript

The transcript of the Brookings Institution's recent conference about faith-based organizations' involvement in child care and after-school care is now available online. The transcript also features Mary Bogle's article on the history of faith-based programs in child care. It can be found at the Brookings Institution's web site:

www.brookings.edu/comm/transcripts/20010314a.htm

Stand for Children

Stand for Children Day is June 1, 2001. The 5th annual event rallies around the theme Building Our Voice and Vision for All Children. For information about Stand for Children events in your area, or to order a planning kit, call 800-663-4032 or visit their website at www.stand.org. Stand for Children is a nonprofit, nonpartisan, membership organization working to create a grassroots voice to ensure that all children have the opportunity to grow up healthy, educated and safe.

NBCDI Conference

The National Black Child Development Institute will hold its 31st Annual Conference on October 7-9 in Miami Beach Florida at the Fontainebleau Hilton Resort and Towers. For more information, visit www.nbcdi.org or call them at 800-556-2234.

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Summertime Studies:

Science & Art Activities

by David Alexander, NIOST

Studies are what scientists and artists do, and summertime is a great time to become acquainted with exploring and introducing the concept of studies to kids, and an opportunity for you as the program provider to try your hand at a new way of organizing the activities your kids get involved in.

During a study, children slowly develop insight and construct knowledge by investigating, revisiting and examining one thing over a long period of time.

Studies are in-depth investigations or explorations of materials, tools, single organisms, occurrences, or phenomenon, by small groups of learners or by individuals. During a study, children slowly develop insight and construct knowledge by investigating, revisiting and examining one thing over a long period of time. Each time they return to whatever they are studying they do more of what they had been doing all along, or they approach it in an altogether different way. Study topics can be suggested by the children and made available all day long as a choice for kids to make. As an alternative, you can devote one part of each day to "Studies Time" where individual children or small groups of kids studying a topic of common interest break off and pursue their interest.

Some topics that might be studied by kids in a summer program include:

- a butterfly common to your area
- the dandelions growing nearby
- a nearby cave
- what's under the city street?
- a tide pool in an ocean setting
- a vernal pond in an inland woods
- making, using paper, a reflected mirror light and the movement of the Earth/Sun each day
- the life and death of a flower
- an ant hill
- making and using paints
- making and using brushes
- the brushes found in the world and what you can do with them
- shaping and carving semi-firm clay

Studies, when done in the spirit of a deep and thorough investigation, can be shaped and controlled by the kids themselves. Once they start really studying, the second look depends on what came of the first look. Yet on the other hand younger children involved in studying anything in depth may need more direction from adults. Supporting children and youth involved in studies requires more of the adult than other models. The earlier references to clay carving, studying dandelions and studying the Earth/Sun movement each day are good examples to use to explain this, and what studies are all about.

Clay Carving

The child's first day at carving clay will inform or dictate what occurs on the second day. However far the child

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NSACA Wins Big at Indianapolis

On to Memphis in March

by Rich Scofield, Editor

With a race car theme in the city known for the Memorial Day Indianapolis 500, the National School-Age Care Alliance (NSACA) Conference had a record breaking 2300 attendees. For the past four years, attendence has been right at 2000 attendees in Orlando, Seattle, San Antonio and Pittsburgh. While Indianapolis may not be as glamorous as Orlando or Seattle, the host city, state affiliate and NSACA put on an almost flawless conference. The final night was topped off with a semi-formal dinner and a blues band from Memphis, next year's conference site.

Sixty percent of those in attendence were first-time attendees, a 25% increase from last year. This could have accounted for the 17% total attendence increase of 300 more people.

Professional Leadership Day attracted only a slightly higher attendence, at about 1450. There was a 40% increase in exhibitors, which was noticeable when walking through the long aisles of exhibit booths.

(Continued on page 3)

Intergenerational Activity Ideas

Last month, we brought you Sue Lawyer-Tarr's article on intergenerational programming, involving school-agers and the elderly. All summer long, we will print her activity ideas.

- Call local nursing homes and get a list of residents who have few visitors. Become "foster grandkids." Let a child pick a name of a resident who they will call, send notes and homemade cards to. At Christmas, it is fun for a child to make a care package for their foster grandparent and take it to them. A calendar of senior birthdays will help you keep up with who needs a card or a call. Have your whole group sing happy birthday over the phone. If you have a speaker phone, children can hear the seniors delighted responses.
- Visit senior centers and see if there are seniors who will volunteer to come to your center and teach individual children how to knit, crochet, quilt, needlepoint, make jewelry, create flower arrangements, decoupage, paint and water color, play an instrument, or teach woodworking, fishing, acting, singing or musical skills. During the summer, seniors could be a guest at lunch, and afterwards share stories and information about their hobby with the children. If children are interested in learning this craft, they will put their name in the box to be drawn for who goes first. Keep projects simple at first — ones that can be finished in 2 hours at most. Once a group of children have completed a basic project one on one with your senior volunteer, you will have a feel as to whether a small group project involving 3 to 4 children might work. Most seniors need one on one contact with children. This also helps cultivate close relationship and bonding between individuals. Ask them if you can introduce them as Grandma Betty or Aunt Sue, instead of the formal "Mrs. Smith", as this sets a very different tone for their relationship with the children.

More Ideas Next Month!

Washington Notes

by Charles Pekow

Budget Proposes $400 Million School-Age Earmark

Say goodbye to the $19.12 million earmarked every year for school-age and resource & referral (R&R) programs. The president's Fiscal Year 02 budget doesn't include it– but say hello to a $400 million earmark from the same source – the Child Care & Development Block Grant (CCDBG). Earmarked funds would go only for school-age care, not R&R.

The new School-Age Certificate program would pay tuition for up to 500,000 youth up to age 19. President Bush's budget would increase the discretionary part of CCDBG by $200 million and would increase the mandatory portion for workfare families by $150 million.

Bush dropped his earlier proposal to merge 21st Century Community Learning Centers into a block grant without earmarked funds. Instead, he wants to fund the program at last year's level ($845.6 million), enough to fund about 6,300 centers and 1.1 million students. Bush asked Congress to change the program from direct grants from the Department of Education to state grants. States could spend a portion of the funds on statewide activities, but must send most of it to local schools. Grantees would have to emphasize programs designed to help students meet state academic standards. Community and religious organizations also could receive grants.

Bush has proposed an $89 million Compassion Capital Fund to support public/private partnerships. Only charities could get grants, which they could use to replicate successful after-school programs.

Other budget provisions:

- Reducing the Social Services Block Grant (SSBG) by $25 million to $1.7 billion.
- Continuing to fund the Corp. for National & Community Service (CNCS), with $282 million for AmeriCorps Grants, $43 million for Learn & Serve America, and $2.5 million for Boys & Girls Clubs for outreach in public and Indian housing.

Two new proposals: A $10 million Silver Scholarship Program in which senior citizens could spend 500 hours tutoring or mentoring children in return for a $1,000 scholarship for a child they designate, and a $15 million Veterans Mission to involve retired military personnel in youth programs.

- Dropping provisions in the Housing & Urban Development budget that benefited school-age programs for public housing residents. The budget proposes folding the Public Housing Drug Elimination Grant Program, New Approach Anti-Drug Program and Boys & Girls Club programs into general operating subsidies. But the budget would continue the Community Development Block Grant at $4.399 billion and Resident Opportunity & Self-Sufficiency Program at $55 million. Both programs can finance school-age activities to help families become financially independent.
- Continuing the Law Enforcement Family Support Program at $1.497

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Washington Notes...

(Continued from page 2)

million, a $3,000 cut. Police departments can use the funds to pay for school-age care for officers' families.

- Giving the Office of Juvenile Justice & Delinquency Prevention $11.974 million to fund Youth Gang activities to keep kids out of trouble and $15.965 million for Juvenile Mentoring.

Budget Conference to Determine Limits

A congressional conference will decide whether the nation can afford to increase the above proposals. The Senate approved an FY 02 budget blueprint (H. Con. Res. 83) that added funding to a House-passed version, which approved Bush's plan (but not all the above specifics). The Senate added the following:

- $250 billion over 10 years for unearmarked education purposes. Some of the money could go to any school-age program.
- $1.5 billion for state and local law enforcement, which Congress could give to delinquency prevention and the Boys & Girls Clubs of America.
- $200 million more for CCDBG, bringing the total increase to $400 million, enough to fund the school-age certificates without cutting the rest of it.
- $680 million/year for two years to SSBG, restoring funding to $2.38 billion.

NSACA...

(Continued from front page)

Next year's big change for the NSACA conference will be the earlier date of March 7-9, 2002-- six weeks earlier than this year. Memphis has many tourist attractions, from Beale Street (the birthplace of the blues) to Graceland (Elvis Presley's home), as well as the Civil Right's Museum at the Lorraine Motel, the site of the assassination of Dr. Martin Luther King, Jr.

Movie Licensing

by Charles Pekow

Editor's Note: As we head into summer, there are the inevitable rainy days that bring us indoors, and perhaps around a VCR to watch a movie. Yet, viewing these videos outside of a home requires a special license. Here, Charles Pekow attempts to de-mystify the concept of an out-of-school time video license.

Stop the tape! That video license you've been using to show movies might not apply any longer to Disney productions. Most Disney films aren't covered for after-school showings by the Motion Picture Licensing Corporation (MPLC) licenses any more.

The licensing needed to legally show videos outside homes varies with the studio – and with the type of institution, and even by state. Different licensing bodies may control licensing for different studios and maintain different contracts for public schools, religious schools and before- and after-school programs. MPLC, for instance, licenses Disney for religious schools but not public schools. It licensed Disney for public schools in six states as a test before Disney dropped the idea.

Confused? You're not alone and it's even more complicated. "A lot of confusion comes in. [Educators] go to conferences and hear two different things," notes David Weightman, MPLC's manager of licensing.

Now, for instance, if you run a school-age program and you want a license to show Donald Duck, MPLC will cover you– unless you operate in a non-religious school. And it is your location that matters – not who owns or operates the program. The YMCA that operates a school-age program at its headquarters may remain covered by a MPLC license. But the YMCA program contracting to run a similar program in a public school building isn't. Well, that is not even 100% correct– public school-based programs are grandfathered in if they received a license during the trial period that began about a year and a half ago. And the school must be licensed if the video is shown on school property. If the provider has a separate license for another facility– no good.

Schools are only exempt from licensing for showing films in class as part of a curriculum and a teacher attends. The school licensing exemption does not apply to out-of-school time. Also, each school needs to be licensed (though a school district might get licenses in bulk). A school's license doesn't cover movies shown off premises.

Movie Licensing USA, another licensing company, covers public and private schools, but not religious schools.

To confound providers even more, the various studios operating under the Disney umbrella don't all operate under the same license. Films labeled Disney, Hollywood Pictures and Touchstone (all distributed by Buena Vista Pictures) are covered by Disney's own license. Another Disney studio, Miramax, licenses separately. But you probably won't show many Miramax pictures in your program. "Mostly, schools don't show movies full of foul language, violence, nudity and pornography," says Ray Swank, president of Swank Motion Pictures, the parent company of Movie Licensing USA. Swank founded the company in 1937 and still runs it. "We wouldn't send that stuff into a school. Disney bought the studio but lets its producers do their own thing," Swank says.

An MPLC license will still cover films from about 45 other studios, including major ones like Sony Pictures and Warner Brothers. But some studios do their own licensing.

Have questions? Contact the Motion Picture Licensing Corporation at **www.mplc.com**, (800) 462-8855; and Movie Licensing USA at **www.movlic.com** (877) 321-1300.

Survival of the Summer

Do you live where it's warm and tropical, hot and humid, or cool and rainy? Summer time makes us think of vacation, all though most of us don't know the meaning of that word. Why not try some of these activities to make the summer a little more bearable, and bring paradise inside your program. If only for an hour.

Paradise in a Bag

You will need: Snack size zipper bags, craft foam, glitter, pieces of pipe cleaner, hair gel (green or blue) - you can also use gel toothpaste, or Jell-O

Cut out an island from a brown or green foam piece. Place the foam piece at the bottom of the baggie. Add a pipe cleaner for a tree on the island. Add some foam cut outs of fish and other sea life. Squirt a thin layer of hair gel at the bottom of the bag. Seal the baggie. Squish around to create the water. Try to keep your island afloat!

Variation: you can skip the island and palm trees and just have sea life with coral reefs, and sand at the bottom of the ocean.

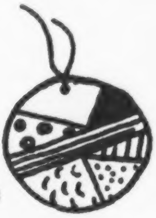
Ocean in a Bottle

You will need: plastic bottle, water, cooking oil or baby oil, food coloring, foam fish or glitter (optional.) Fill the bottle 1/2 way full with baby oil. Add a few drops of food coloring (blue or green preferably). Fill the rest of the bottle with water. Close cap securely. Shake gently. Watch as the blue water creates a wave back and forth through the bottle. You can add different amounts of oil and water to create different sizes of waves.

Secret Messages Across the Ocean

3 message senders at one end of room choose a simple message (could be a saying, word phrase or math problem). The senders must then communicate (shout, mime) their message to 3 listeners/receivers at the other end of the room. The rest of the players are scattered about in between trying to stop the communication by distractions (i.e., arm waving, loud singing, etc). Game is over when the Listeners have received the message or solved the math problem.

Tropical Sun Catchers



You will need: clear contact paper, bright colored tissue paper, scissors

Cut two pieces of contact paper (size not important) for each child. Peel the backing off of one of the pieces of contact paper. Have children cut pieces of tissue paper in different geometric shapes about 1"-2" in size. Arrange and overlap the pieces of tissue paper on the contact paper. When the contact sheet is covered, carefully peel and stick the second piece of contact paper on top to seal. Using cookie cutters or other patterns, cut out palm leaves, fruit, fish/sea life, and other tropical shapes. Punch a whole in the top and attach a string or ribbon. Hang sun catchers in your windows or from the ceiling.

What a Month!

Did you know that July is National Ice Cream Month, National Baked Bean Month, National Picnic Month, Anti-Boredom Month, Lasagna Awareness Month, National Recreation and Parks Month, and National Blueberry Month? Try to incorporate these celebrations into your summer program.

What do all of these have in common? Food! What kinds of creative student based webs and activities can you create from these topics?

Mr. Zip!

In the 1960's on July 1st, the zip code was introduced to the US Post Office. Make a list of all of the zip codes in your area. How are they different. Can you create a zip code code? Give a number to each letter of the alphabet. Does your zip code spell anything? When you get into double digits in the alphabet, you can get even more creative with the zip codes. (For example: "A" could be a 1 or a 26 (if you go in reverse) so a word could be 25267 - BAT)

Zip Codes

Each zip code now also has a bar code (a series of long and short vertical lines). Look at the next piece of mail that you receive. Down at the bottom somewhere, there will be a barcode. Can you figure out which bar code pattern goes with which number? Compare several pieces of mail to crack the code. See if you can make a bar code for your zip or a friend that lives far away.

Canadian Tartan Resource

http://www.pch.gc.ca/ceremonial-symb/english/emb_other_tartans.html

Other Internet Sites

atozteacherstuff.com
www.proteacher.com
www.sciencemadesimple.com
www.hhmi.org/coolscience

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

---

44 Activity Ideas

The minimum number of Activity Ideas in this issue is 44.

JULY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JULY DAYS	July 1, 1863 began the Civil War Battle of Gettysburg. Today is as Gettys-burg Day. Can you recite Abraham Lincoln's Gettysburg Address?	Mr. Zip was introduced to the US Post Office. What is your zip code? (More activities on page 4.) 37383 85308	July 2, 1776 the Continental Congress accepted the Declaration of Independence? Can you recite the preamble? "We the people…"	July 3, 1962 Jackie Robinson was the first African-American Major League Baseball player inducted into the Baseball Hall of Fame.	Can you make a list of all of the top baseball players? Who is in the Hall of Fame? Who is in your Hall of Fame? What country is each player from?
CANADA	July 1, 1867, Canada celebrated its first day as a new nation. First called Dominion Day, is now called Canada Day.	The Canadian flag that we recognize as red/white with a maple leaf in the center was official in 1965. Make a replica of the flag.	The National Anthem of Canada is "O Canada" while the royal anthem is "God Save the Queen." Create a SAC anthem.	Each province in Canada has a tartan fabric (plaid). Using tartan fabric pieces cut out maple leaves. (See page 4 for resource.)	The maple leaf is the most recognized symbol of Canada. How many maple trees can you find in your neighborhood?
VARIETY	In small brown paper bags, place a specific amount of the same object. Staple the bag. Players guess the object and how many.	Fill clear glass or plastic jars with beans, candy, puzzle pieces, etc. Have players guess how many are in each jar. Work in teams if possible.	How many ways can you measure the length of your room? How many... tip toe steps, side slide steps, spinning steps, hopping steps, etc.	Blindfold (or close eyes of) each player. Players must line up by height without talking. Then join hands and make a perfect square, triangle, circle, etc.	Divide into small groups. Give each group a cardboard shape. List 10-20 objects that are the same shape. Pass shapes to the next group.
SIMPLE SCIENCE	Mix a few drops of vanilla extract and dish soap together. Paint over a newspaper cartoon. Press white paper on top, rub hard over cartoon for a copy.	Tie a piece of cereal to a 12" piece of thread. Run a plastic comb though someone's long hair and hold the comb near the dangling cereal. What happens?	Fill a glass to the rim with water. Ask each child to slide a penny into the water. How many pennies can you use before the water spills?	Lay a penny on the table. Using an eye dropper, drop water onto the penny. How many drops of water will fit on a penny? How about a dime, nickel, quarter?	Collect several leaves. Place white paper over the leaf and rub with a crayon or chalk to make an impression. How is each leaf different, same, etc?
CREATIVE PLAY	Kids of all ages love to pretend. Sometimes they just need a little help and encouragement. Read a story and create a shadow box to get into a theatre mood.	Keep a box of costumes and props on hand. Let the children create their own characters and skits. They might even want to write a short play.	Remember the flower box people? Create a teeny tiny land for people the size of a thimble. What can you use for their car, house, bed, etc.	What is life like on the planet Goobynook? Create what the planet looks like, where it is, who lives there, what do they do.	Throw a sheet or other cloth over some chairs and tables, and make a tent, a fort, a castle, an igloo, a houseboat, use your imagination.
QUICK FIXES	Raining? Field trip cancelled? Bus is late? Try some of these ideas. Keep small craft kits in zipper bags on board for quick activities.	Keep a supply of puzzle sheets around. Create a puzzle for the fieldtrip, word searches, crosswords, word scrambles, fill-ins work best.	Make a list of several quick and easy games that the kids love to play, that you can play in a small space. "When I went to Mars… I took a 'blank'…."	Kids are always disappointed when a field trip is cancelled. Can you recreate the field trip environment within your program?	Keep a box with cards, books, markers, beads, etc on the bus for quick entertainment. Also create a scavenger hunt for your field trip or drive.

Summer Science

(Continued from front page)

as artist gets in creating what he/she has in mind each day implies what happens next. Adults play a role when, at the start of each day, they admire the progress made on day one, and invite the artist to talk about their carving plans for day two.

> **Studies are unique, in-depth looks at the world around us principally through the eyes of the scientist and artist.**

With that information the adult is in a better position to make suggestions if need be, introduce new tools or techniques, or to be ready to help with additional resources the child may not realize will be needed. The polar bear clay carver knows where he/she is headed and when they've arrived.

Dandelions

However, if it's a study of the familiar lawn flower the dandelion, the final product may be less clear. The child as scientist may have the desire to know everything there is to know about dandelions and will look to the adult for what to study new each day. They may need to look at books on flowers; have access to hand lenses and tweezers for examining; a kitchen for cooking dandelion greens, or be introduced to how botanists learn about plants; and have potting soil available for transplanting dandelions indoors.

On the other hand the child as artist may need to study dandelions with a microscope, examining the flower details deeply enough to be able to realistically draw it; to be introduced to the range of dandelion yellows and greens that exist in paints; to be taught how to sketch or apply paint; and to be introduced to how other artists paint flowers.

Earth/Sun Movement

Studying the Earth/Sun movement each day can be accomplished by gluing a small mirror on the window sill of a window through which sun pours each mid morning. The sun rays hitting the small mirror should reflect onto a nearby wall. Attach a sheet of paper to the wall where the mirror reflection lands. Mark an X on the reflection and write the date and the time of day. The next day, at the same time, the reflection will have moved slightly. Mark a new X and date it. On day three, at the same time, if the sun has not been clouded over, the reflection will have moved even more. Mark yet a new X. If you kept this up for a full year, making an X at the same time each day, the result would be the creation of a figure 8.* To know why, means you must read what scientists tell us occurs as the Earth goes around the sun each year. In this study, the adult's job is to remind the kids to make the marks each day you can, and discuss how each day's mark changes location in a predictable fashion.

Studies are unique, in-depth looks at the world around us principally through the eyes of the scientist and artist. Children are attracted to studies to satisfy a curiosity, or when they seem to know how to do something before they've actually done it. Both ways speak to the different kinds of intelligence we are all born with. Studies may nurture an intelligence into a life long career or avocation for some children.

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*Because the Earth/Sun relationships of planet tilt or angle and distance of the Earth to the Sun, changes each day.

The National Institute on Out-of-School Care contributes an article for School-Age NOTES every other month. NIOST is a part of the Center for Research on Women at Wellesley College. They can be visited online at www.niost.org, or write to them at: NIOST, Wellesley College, 106 Central Street, Wellesley, MA 02481

Summer Book Now Available!

Summer Program Tips, Strategies & Activities

Full of articles, tips and strategies edited from 20 years of School-Age NOTES newsletters, this easy-to-use resource covers the planning steps from January to May and the programming approaches from field trips to themes. Almost an A-Z of how to run a summer program. It includes: marketing, scheduling, staffing, safety, model programs, older kids, checklists, skill outcomes, and discipline, PLUS over 500 activity ideas. 144 pges.

Available from School-Age NOTES for $15.95, $12.95 for subscribers, plus $4.50 shipping and handling. Send your check or money order to the address below.

Canada/ Foreign Subscriptions

Have you received your May issue?

For the first time, we sent the May issue second class (periodical) mail. This June issue was sent the old way, labeled and stamped by hand. We will resume 2nd class mail with the July issue. We need to know if there were problems or delays receiving the May issue. The front page articles were "How Art Helps Children Grow: 7 Good Things to Know" and "Cultivating Intergenerational Relationships." Email us at:

office@schoolagenotes.com

or fax a message to 1-615-279-0800 or write to us at:

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Nashville TN 37204
USA

SAC CONFERENCES

YALE UNIVERSITY July 9-11, 2001
Yale's School of the 21st Century Conference (Not to be confused with 21stCCLC) New Haven
Contact: 203-432-9944

WASHINGTON August 3-4, 2001
Annual State Conference, Wenatchee
Contact: Sarah Mello Temple 206-323-3296

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8th National Older Kids Conference, W. Palm Beach
Contact: 1-888-438-3123

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527
Presenters are still needed! call Connie

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051or jc-indep@missouri.edu

Do we have your conference dates?

Quick Facts

Sports Legends

Jim Thorpe, an athlete in the early 1900's, is considered one of the finest all-around athletes of all time. An American Indian, he played college and professional football, professional basketball and won a number of Olympic track and field events.

Jackie Robinson was the first black man to play major league baseball in the 20th century. Before he joined the Brooklyn Dodgers, no major league team since the late 1800's had hired black players. Robinson came to represent the struggle of blacks to achieve social equality with whites. When his baseball career ended, he became a businessman and a spokesman for the civil right's movement.

From A First Dictionary of Cultural Literacy *by E.D. Hirsch, Jr. (Boston: Houghton Miflin Company, 1989)*

Diversity

How has your program dealt with diversity? What ideas can you share?

Send to: cburton@schoolagenotes.com
Caulyne Burton, School-Age NOTES,
PO Box 40205, Nashville TN 37204 or
fax to 615-279-0800

Revisiting Native American Themes

by Caulyne Burton, Managing Editor

During the summer, many camps and day programs use 'Indian' themes as a part of their programming. Recently, the YMCA has come under fire for a 75-year-old program that uses 'Indian' themes. The American Indian Movement has claimed that the feather headdresses and face paint are a "breeding grounds for racism." Program officials responded to such protests in 1992 by issuing recommendations to stress a more accurate portrayal of American Indian history and customs.

In an Associated Press article, Paul Apodaca, professor of American Indian history at Chapman University in Orange, CA commented, "Sometimes, culture can be reduced so all that is left is the image and no content. That is what the Native Americans are complaining about. They are saying 'We are still here.'"

Many Native Americans find the term 'Indian' offensive and insensitive. Make a conscious effort to remove the term from your programming. Replace it with Native American or American Indian. Remember, Columbus was on the wrong side of the world when he described the native peoples he found as Indians.

It is also important to remember that the entertainment industry has shaped the image of what an 'Indian' is. Most of these depictions are based on extremely ethnocentric and biased stereotypes and are set in a time period of over 100 years ago.

Research the native peoples who lived in your area before European colonization and who may still have ties to the area. Move away from the construction paper headdresses and learn about important items in the Blackfoot or Cherokee cultures, or the technological advances of the Papago or others. Invite guest speakers to talk about what it was like to grow up in their culture. Do not over simplify a culture or tribe and reduce it to a single image or generalization. Discuss what it means to be a Native American today. You may want to talk about how in many states, there are American Indian nations, which are both separate entities but also a part of the United States.

Basically, be aware of the history, cultures and people behind the term 'Indian' and the biases of the word itself, and the stereotypes it conveys. If you want to incorporate Native American themes into your program, make sure that it is with open mind and with appropriate research.

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June 2001

PERIODICALS

RESOURCES

NIOST Seminar

The National Institute on Out-of-School Time will host "Summer Seminars for After-School Program Professionals." The NIOST Summer Seminars will take place July 9-14, 2001 at the John Hancock Conference Center in Boston, MA. Topics include: Building a Skilled Workforce: A Leadership Institute, and Effective Management in Out-of-School Time: A Director's Retreat. For more information, contact them at (781) 283-2547 or visit them online at **www.niost.org**.

Native American Website

Check out: **www.u.arizona.edu/ic/kmartin/School/** It is a great site for those wishing to learn about the first Americans. Set up specifically for grade-school students.

Poetry and Divorce

Featuring young poets from almost every state, the book *Broken Hearts...Healing* speaks out about divorce in time for Father's Day. It captures the emotions of children 9 - 17 who remind us that divorce ends a marriage, not the relationship with the children. Available directly from the publisher for $26.95 (hardcover) or $14.95 (softcover) from Poet Tree Press, 90 North 100, East Logan, UT 84321 or online at **www.poettreepress.com** or call (888) 618-8444

Hands on Science

Delta Education has complete science kits and tools to help children learn about science. From microscopes to videos, from posters to planets, to get your catalog call 800-442-5444 or visit **www.delta-ed.com**.

Graduate Degree in Youth Studies

Nova Southeastern University is offering a Doctoral Program in Child and Youth Studies designed for the practicing professional. The program is designed to be completed within three years. Clusters of students meet for instruction on weekends or one Saturday each month at locations in the vicinity of major cities. For more information, call 800-986-3223, ext. 8704 or visit their website at: **www.cyfs.nova.edu**

Educational Resources

From homeless students to curriculum, this catalog has it all. Call for your California Department of Education Press catalog. 1-800-995-4099.

Volume XXI #11 The Newsletter for School-Age Care Professionals July 2001

School-Age NOTES

ISSN0278-3126 © 2001 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Dramatic Play: More Than Pretending

by Caulyne Burton, Managing Editor

Theatre games and dramatic play activities have always been popular, whether organized as theatrical productions or as simple play areas with props. But recently, there has been a greater interest in incorporating theatre into school-age programs.

Children are natural storytellers that adapt their environments to suit their tales and scenarios. A block can become a truck for a young child, who will provide the motion and sound effects, a cardboard box can become a castle for a princess and her royal friends. Children will use the objects around them to incorporate into their natural play. However, when you bring in other objects and supplement the innate storytelling of children, amazing things can happen.

The Importance of Dramatic Play

But why should you? Why is dramatic play important to children? Why organize an activity that requires a welcome break from the rest of your day?

Because dramatic play:
- increases team work
- increases self esteem
- increases verbal and motor skills
- increases creativity and problem solving skills
- increases the ability to overcome emotional situations and test coping mechanisms

> **... when you bring in other objects and supplement the innate storytelling of children, amazing things can happen.**

How to Help

How do you organize dramatic play, but still keep the control in the hands of your school-agers? First, set up an area and fill it with props. From costumes such as shirts and scarves and other dress-up tools, to boxes, moveable blocks and simple furniture pieces, make it a space that children can manipulate and create their own environment. Mary Ann Kohl, in *Making Make Believe*, suggests having boxes labeled "Housekeeping Box" or "Fairy Tale Box" with the appropriate props in them. After this initial set-up, let the children play. As Kohl reminds us, you can be the knock on the door, or the ogre under the bridge, but you are not a major player. You are an extra, and can at any time be replaced by a stuffed animal and a ventriloquist. Be the observer in these early stages of dramatic play, but only when invited.

School-agers most likely will not connect this sort of 'pretend' to acting. For there is no formal process for make-believe—they did not have to learn how to do it. Acting is something different, it has a stigma attached to it.

(Continued on page 3)

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Storytelling: A Communication Tool for School-Agers

by Cheryl L Willoughby

Storytelling is among the oldest forms of communication. We see it in every culture and it is a common trait among all humans. Storytelling is the conveyer and keeper of knowledge, fantasy, genealogy, history, wit, science and art. Storytelling is a vehicle for discovering who we are, for enhancing our learning and teaching, for making sense of our world, and for plain old fun. It requires no tools, is intrinsically portable, and anyone can do it. But why should it be a part of your school-age program? There are many answers.

Storytelling ...

- allows instruction to be provided indirectly.
- prompts questions and conversations.
- helps make learning fun.
- enhances imagination and visualization.
- develops an appreciation of the beauty and rhythm of language.

(Continued on page 6)

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Intergenerational Activity Ideas

In May, we brought you Sue Lawyer-Tarr's article on intergenerational programming, involving school-agers and the elderly. We will print her activity ideas in our summer issues.

- Visit retirement homes and **play cards with senior citizens**. Gin rummy, hearts, spades, poker, slap jack and double solitaire are fun. Some children are ready to learn bridge. Seniors can also teach jacks, marbles, cat in the cradle, hopscotch and jump rope games to one child at a time. Occasionally bring a snack the children have helped make.
- **Visit meal sites** for the elderly in your community and play checkers, dominos, chess, bingo, etc.
- **Put up flyers at local libraries** encouraging seniors in the community to volunteer to read to a child or listen to a child read. Spelling tests usually occur on the same day each week. Seniors could volunteer to come by and help children with pre-quizzes, difficult words and vocabulary use.
- See if there is a **storyteller club** in your city that has seniors who will coach the children on the art of storytelling. It is becoming a lost art! Some seniors are great storytellers. Invite them to come by and share what holidays were like when they were growing up. Valentine's stories are great ones for children to hear. Children love to hear stories about what it was like growing up a long time ago. Christmas stories are usually enlightening, as the prized Christmas toy was usually the only toy received all year.
- **Check out seniors living within a block of your center**. Once a month do something nice for them with the children. Examples: Have a few children rake their yard or take them a plant they've grown or a snack they've made. A card created by a child delivered by the child with a smile and a single flower can mean a lot. Children learn little acts of kindness can bring great joy to others' lives.

More Ideas next month.

Washington Notes

by Charles Pekow

You can count on the 21st Century Community Learning Centers continuing, but the size and shape of the growing program may change radically next year. Both houses of Congress, at this writing, are considering elementary and secondary education bills that would change the program's shape. But both bills reject President Bush's idea of ending the program as a separate line item.

The Senate's bill calls for the program to increase funding by $500 million every year. Republicans, however, have vowed to lower the sums before passage.

The Senate also added $100 million to the program earmarked to start 1,000 community based technology centers. Community groups, such as YMCAs and public libraries, would compete for grants to set up programs for children to use computers for homework, Internet surfing, etc. Grantees must match up to 50% of the funds. The Senate bill also states that after-school programs for children with limited English proficiency could get 21st Century funding.

The House version, meanwhile, would turn the program into a block grant – a change the House Education & the Workforce Committee hopes will "discourage the continued practice of earmarking funds for specific grantees in annual appropriations legislation." As a block grant, states could give grants to organizations other than school districts and provide grants lasting between three and five years. States could require matches but could not discriminate against applicants who can't afford them. Grantees would not have to meet all current program requirements; they'd just have to start or expand "extended learning opportunities and additional recreational activities."

The Senate bill also includes possible

(continued on page 7)

New Shipping Prices

You may have noticed that our shipping prices went up in the Summer 2001 catalog. This is due to rate increases at both the post office and UPS. Remember, your order will be delayed without the correct shipping charges included.

◆

New US Shipping

$0-25.99	**$4.50**
$25-50.99	**$5.50**
$51-85.99	**$6.50**
$86-800	**8% of total order**
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Dramatic Play

(Continued from front page.)

But you can begin to break down the process and make it accessible without destroying their natural play.

Many of these games have increased in popularity among those outside of the theatre world through the popularity of the improvisation show *Who's Line is it Anyway?*

Improv Games

A great game to begin with is charades. This can be an introduction to learning to express oneself physically and creatively. Because they cannot rely simply on words, children begin to discover just how effectively they can communicate with a simple gesture.

Another great game for improvisational play is called 'Freeze.' Two players begin a scene, improvising the topic, or having one assigned to them. Encourage big movement, bold physical choices. You can control the transitions between players or allow the audience to do so by yelling out 'FREEZE!' At this point, the players freeze, and someone comes into the playing space and takes over the exact position of one of the players. A new scene begins from these positions.

You can also begin an everyday scene (ie. checking out of the grocery store, a backyard BBQ, a family dinner) and change the styles of the scene. Let your school-agers begin as a normal scene, then call out new ways to do the scene: Disney musical, action movie, Shakespeare, cartoon, karate movie, even as SAC directors and staff! etc. See how they change their choices, voices and movements.

Other Ideas

Watch movies with the sound turned all the way down and provide your own soundtrack. Or write your own radio shows and tape-record them. Have someone to do news-updates, another weather, another special interest stories. One step up from this is to prepare a script for a news broadcast and videotape the show.

There are many books available with more improvisational games and theatre games.

The World of Theatre

If your school-agers show a strong interest in theatrical play, and wish to move to more formal, organized productions, consider going to see a local theatre production. Children's and community theaters are a good place to look, but also consider your local high schools and colleges. You may be able to tour the facilities and learn some of the backstage roles that complement and contrast the onstage performers. Here, you can best demonstrate the teamwork that every production requires—from the prop master, the wardrobe masters, the stage manager, lighting technicians, make-up artists and stage hands. If you cannot arrange a tour, invite a local actor or technician to talk to your school-agers.

Your Own Show

If you decide to have your own performance, consider beginning with a talent show. Your school-agers can entertain parents, friends and community members with their improv games, short scenes that they write themselves, juggling, music and dance. Select an emcee from the students or have a staff member introduce each act. Encourage all students to participate, but allow for some students to take up technical positions. Someone can serve as the house manager, seating parents and arranging everything before the show starts. This becomes a perfect stepping stone to working with published scripts and more formal productions.

Scripts?

Where do you find scripts for your production? There are several books (some available from School-Age NOTES) that have short plays and scenes that are appropriate for school-agers. You can go to the major play publishers Samuel French and Dramatist Play Services, however, these companies are more tailored to theaters that will produce the shows for profit. Try your local library for anthologies of children's theatre. Many will be royalty free, so that if you do choose to put on a public performance, you will not be breaking any copyright regulations.

Consider writing your own version of fairy tales or other stories. This extends the creative process even further and allows your school-agers to experience every element of the theatrical process. You can also incorporate more actors into a story when you write it yourselves. Short, updated versions of several fairy tales written by your students can provide an entertaining evening of theatre for everyone!

Resources

Within the School-Age NOTES catalog, there are several books that can help you bring theatrical fun to your program. *On Stage: Theater Games and Activities for Kids* ($14.95, $13.95 for subscribers), *Making Make Believe* ($14.95, $12.95 subscriber price), *Practical Plays* ($11.95, $10.95 for subscribers), *Costumes and Props (Nifty, Thrifty, No-Sew)* ($16.95, $15.95 for subscribers) and *Curtain Call* ($9.95, $8.95 for subscribers) are all excellent theatre games. These prices do not include shipping and handling (See page 2). To place your order, send a check or money order to School-Age NOTES, P.O. Box 40205, Nashville TN 37204, using a VISA or MasterCard, place your order online at **www.afterschoolcatalog.com** or call 800-410-8780.

Caulyne Burton is the Managing Editor of the School-Age NOTES Newsletter, and has a degree in Theatre with an emphasis in directing from the University of the South in Sewanee, TN.

Golf Month

August is National Golf Month. While we can't all be Tiger Woods, we can have fun creating our own mini-golf course in our program or summer camp.

Make your own golf club

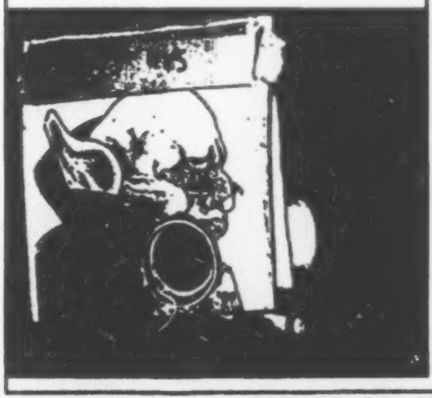
Make the head of the club out of heavy cardboard and tape it to the 'shaft' made from a wrapping paper tube or layers of newspaper rolled tightly together. Wrap the whole thing in masking tape until everything is covered. Paint or use colored cloth tape to decorate. For golf balls, use ping-pong balls or plastic golf balls. You can try making your own using crumpled aluminum foil, but it is hard to make it perfectly round.

Make your own driving range

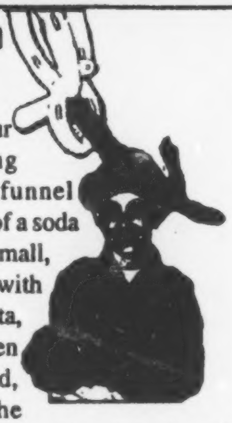
A great activity for your playground or field space! Place cones along the length of the field at various distances and have the children practice hitting and checking their distance. Children can mark their progress with personalized paper flags on craft sticks.

Set up your own mini-golf course

Purchase fake grass (from your local hardware store) and have the kids work in groups to design challenging holes using recycled materials. (Tip: Duct tape around the grass pieces you cut so that the edge does not fray.) Have your older children set up a course and invite the younger children to give it a try.



Clown Around



To make your own juggling balls, use a funnel (make one out of a soda bottle) to fill a small, round balloon with rice or small pasta, like orzo. When full and round, fold over the "neck" of the balloon. Cut off the "neck" of a second balloon and wrap it over the first ballon, sealing in the rice. Wrap with several additional balloon pieces and you have one ball. Make two more and start juggling!

Bubbles

Make your own bubble solution!
Mix: 10 cups cold water, 3 cups liquid dishwashing soap and 4 oz. glycerin (You can buy glycerin at your local drug store.)

For an easy and disposable bubble maker, use paper dixie cups. Cut out the bottom of a cup. Insert the bottomless cup into another cup that is half full of bubble solution. To make a bubble, pull out the inner cup and blow gently.

Take it Outside

Encourage children to go outside and enjoy the fresh air and sunshine by making "take out" activity kits available. Use a shoebox or other container to create activity kits and change them often. Some ideas for kits include:

- Embroidery floss and materials to make friendship bracelets.
- Yarn for weaving and pom-pom making.
- Beads for making necklaces and keychains.
- Wire for creating sculptures, jewelry, and other works of art.
- Sketch books for drawing pictures of trees, flowers, the playground, etc.

Homemade Ice Cream

1 cup milk
1 cup whipping cream
1/2 cup sugar
1/2 teaspoon vanilla
Rock salt, large coffee can with lid, small coffee can with lid

Stir the milk, whipping cream, sugar and vanilla and any other extra ingredients (see page 5) in the small coffee can. Pack ice and the small can with the lid secure into the large can and sprinkle 1 cup of rock salt over it. Put the plastic lid securely on the large can and start rolling! As the ice melts, pour off excess water and add more ice and salt. After rolling for about 10 minutes, check the ice cream and stir the mixture from the sides. Be careful not to get salt water in it. Replace the lid and keep rolling. Ice cream is ready when it is no longer runny. You can make several flavors at one time with the children working in pairs (rolling the can to each other) or as a group in a circle. Hint: Room temperature and humidity can slow down the process. Store milk and cream in the freezer for half an hour before you want to use it.

Fake Ice Cream Cone Tips

To paint your fake ice cream cone, mix a bit of paint (choose an "ice creamy" color) with acrylic gel medium (available at art stores) and spread it like frosting onto the ball. Allow it to dry and fool your friends!

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Cara Gordon Gillis and Jennifer Glazier* of Boston, MA.

55 Activity Ideas

The minimum number of Activity Ideas in this issue is 55.

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AUGUST IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ICE CREAM	August 2nd is **Ice Cream Sandwich Day.** Celebrate by serving this delicious treat for a snack!	**Make homemade ice cream.** Follow the recipe on page 4, and try adding your own ingredients like fresh fruit, chocolate chips, or crushed cookies.	Conduct an **Ice cream taste test.** What brand of vanilla ice cream tastes the best? Why?	**Frozen treats.** Make other frozen treats. Try freezing a banana (on a popsicle stick) or a dixie cup filled with apple sauce with a craft stick inserted.	Can you make a realistic **fake ice cream cone?** Coat a sugar cone with acrylic shellac and let it dry. Glue a styrofoam ball or ball of foil. See more tips on page 4.
CLOWNING AROUND	The first week in August is **National Clown Week.** Laugh your way from Monday through Friday: Plan a theme around "clowning."	**Balloon Hats:** Using balloons (those for twisting and tricks animals), make silly hats by twisting them to form a ring and adding more to make it wacky. Hint: a ball pump can help inflate.	**Begin creating your clown costume!** Create a giant tie out of felt or fabric. Hot glue a pin back or stretchy string to the back of the knot and decorate.	Cut two long strips of felt, cross them over in the back, and glue together. Hot glue clothespins to the bottom of the strips to attatch your **suspenders** to your pants.	Paint your face, practice silly stunts, and **put on a clown show.** Make your own juggling balls and learn to juggle. (See page 4.)
RIGHT HAND-LEFT HAND	August 13th is **National Left-Handers' Day.** Take a survey in your program. How many kids are lefties?	**Tag Games:** Play all different types of tag games (freeze tag, TV tag...) but the children who are it can only use their left hands to tag other children.	Get a **partner** and stand side by side. The one on the left uses only their left hand, the right, only their right. Try to do a simple task working together. (Tie a shoe, make a sandwich, etc.)	**Redesign an everyday object** that is easier for a left-hander to use. Have a design contest and put your ideas on display!	Challenge children to do an activity **using their non-dominant hand.** Try to write a poem, throw a frisbee, play Jenga, etc.
HIGH FLYING	August 19th is Orville Wright's birthday, and **National Aviation Day.** Celebrate by planning a week of activities related to flight and wind.	**Make a windsock** using material from a plastic table cloth. Decorate your windsock with permanent markers and paint pens then hang it out in the breeze.	Have a **paper-airplane rally.** Create and decorate paper airplanes. Create categories: farthest, straightest, loops, or try flying through a hula hoop, or landing on a bull's-eye.	**Parachutes:** Tape four pieces of yarn, evenly spread out, onto a plastic grocery bag. Bring the yarn ends together and tie a weight (clothespin, washer).	**Experiment with bubbles!** See the recipe for bubble solution and the ideas on page 4. How far can your bubbles soar?
ALOHA!	**Hawaii** became the 50th state in the union on August 21, 1959. Celebrate by planning a week of fun with a tropical theme.	**Funky sunglasses:** Purchase inexpensive sunglasses or make your own out of cardstock. Decorate with pipe cleaners, foam, beads, sequins, etc.	Make **grass skirts** out of green plastic garbage bags. Cut a piece large enough to wrap around the child's waist and the desired length. Cut strips from the bottom to create "grass."	Make a **flower lei** out of tissue paper and yarn. For a fuller necklace, cut up a plastic drinking straw and use the segments to separate the tisse paper flowers.	Host a **beach party** with beach-blanket bingo, limbo contests, beach-ball volley ball, hula dancing, and play beach music. Eat pineapples or juice with umbrellas.
BACK TO SCHOOL	**Decorate inexpensive folders** with markers, stickers, gel pens, ink stamps, etc. Great for making your own book covers too!	Make **fancy pencils** by decorating them with pom-poms, googly eyes, yarn, pipecleaners and more. Hot glue onto the pencils.	**Pencil case:** Fold fun foam in half and glue the side and bottom together (like an eyeglass case). Decorate with more fun foam, glitter, markers, paint, etc. Attach velcro at the top to close.	Have the chidren write **a letter to themselves** with their hopes, dreams, and expectations for the new school year. Mail them out next June so they see how much they've grown.	Make your own **wipe-off board.** Cover a piece of heavy cardboard with clear contact paper and attach an 'overhead projector' pen with velcro. Wipe with a damp cloth to clean.

Storytelling

(Continued from front page.)

- increases language skills; vocabulary, comprehension, sequencing & recall
- improves self-esteem while enhancing public speaking skills.
- hones listening skills.
- assists with youth and adult interaction on a personal level.
- expands writing, reading and critical/ creative thinking skills.
- shows youth the importance of literature as a mirror of human experience.
- supports youth in their discovery and understanding of their own and others cultural heritages.

A storytelling theme in a school-age program provides many literacy opportunities. Here are just a few suggestions for a Storytelling Theme Month. During your planning time with the youth, find out what types of interests they have regarding storytelling. Have them help in deciding what types of activities will be included in the theme activity time.

On the first day the Storytelling Theme starts, youth should come into environments that are rich in stories, story-telling and literature. Don't forget to have the school-age youth assist you in enhancing the environments. Here are some suggestions for adding storytelling to various environments:

Reading Area

In the reading area, display autobiographies, biographies, storybooks, fairy tales, legends, and books on the storytelling process itself. As the theme time continues, youth could decorate the walls with their stories and story pictures.

Table Games Area

In the quiet game area, have copies of games such as LifeStories and FutureStories ready to be played. See if any of the youth would like to create their own storytelling games. Have them write the rules of the game and teach you and the other youth how to play.

Dramatic Arts Area

In the Dramatic Arts area, have plenty of costumes, props and scenery pieces that allow your school-agers to act out the stories they read or write. You could also enrich this area with items that are found in favorite fairy tales and give the youth an opportunity to act out the story. Another variation, would be to act out the story from a different character's point of view. For example, some youth may want to play out the story of Jack and the Beanstalk but from the point of view of the giant. Stories and creative drama are natural partners.

Music/Listening Area

In the music and listening area, have stories available on tape. You can order professional storytelling tapes from the National Storytelling Association (see the address at the end of this article). As an activity, ask the youth to read or tell their stories while you record them. Have these tapes available for listening.

Cooking Area

In the cooking area, have a space where youth can bring in their families' favorite recipes and if possible, try preparing some of the recipes. Have some types of food that are found in storybooks and try making it. What is corn pone anyway?

Computer Lab

The computer lab is a wonderful tool at your disposal. There are many commercially available programs that help school-agers create their own books. One such program is Storybook Weaver Deluxe-- although a simple desktop publishing program or word processor works well also. These programs develop communication skills in youth while they explore the world of story creation.

One activity could be to write their life story. Encourage students to illustrate the books and bind them. In creating personal books, youth learn the power of written communication. When they read their books or stories aloud (in the conversation corner or at group time), they will learn about the power of words and how the use of their voices affects what they are trying to communicate. In writing and creating their stories, they will learn the importance of word choice to convey meaning.

Arts and Crafts Area

It is logical to take the printed books to the Arts and Crafts Area for binding and decoration. How about a collage as a cover for a book? You could also utilize the Arts and Crafts area as an illustrator's corner. Decorate with posters of artwork from children's literature. Have youth create illustrations for their books in a variety of artistic mediums. (Paint, charcoal, pastels, etc.)

Others?

What other environments can be adapted to the storytelling theme? Let your imagination and the imaginations of your school-agers run wild. Your storytelling theme time can have activities such as a field trip to hear a local storyteller or invite a storyteller to come to your center. At parent night, have a story swap where staff, youth and parents take turns telling stories.

The length of your Storytelling Theme is up to you and the youth. It can be a day, a week, a month or even longer. It can be as complex or as simple as you want. It is completely up to you and the youth to decide.

For a catalog of storytelling materials, contact the National Storytelling Association, PO Box 309, Jonesboro, TN. 37659, phone: 423-753-2171.

Cheryl Willoughby is the Supervisor of the Community Education, Department of Elementary and Secondary Education in Jefferson City, MO.

> **Evidence shows that after-school programs can link the values, attitudes, and norms of students' cultural communities with those of the school culture.**
>
> **- Educational Leadership, April 2001**

SAC CONFERENCES

YALE UNIVERSITY July 9-11, 2001
Yale's School of the 21st Century Conference (Not to be confused with 21stCCLC) New Haven, CT
Contact: 203-432-9944

WASHINGTON August 3-4, 2001
Annual State Conference, Wenatchee
Contact: Sarah Mello Temple 206-323-3296

GEORGIA September 21-22, 2001
Georgia School-Age Conference, Atlanta Marriot Century Center Hotel
Contact: 404-373-7414

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8th National Older Kids Conference, W. Palm Beach
Contact: 1-888-438-3123 www.fsaccc.org

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051or jc-indep@missouri.edu

Washington...

(continued from page 2)

funding streams from the departments of Education, Health & Human Services, and Justice. Another possible provision would allow school districts to use Emergency Immigrant Education funding to work with community groups to provide school-age care for immigrant children.

The House version would authorize a new Mentoring Program funded at $50 million next fiscal year and unspecified sums the next four years. School districts and community organizations could get grants to match "children with the greatest need" in grades four through eight with adults. Grantees could hire staff, provide training, recruit mentors, reimburse schools for costs, distribute materials, evaluation, etc. But mentors couldn't get paid with grant money. Grants could last three years.

Two Publications Highlight After-School

Recently, both *Educational Leadership* magazine and the *Children's Advocate* have focused issues on the subject of after-school care. The *Advocate* is published by the Action Alliance for Children and *Educational Leadership* is produced by the Association for Supervision and Curriculum Development.

The April 2001 *Educational Leadership* issue focused on what they termed 'beyond school time.' The articles are a nice overview of out-of-school time in the current era-- from the current federal funding streams created by the 21st CCLC program, the staffing problems and training and accreditation initiatives to the sustainability problems and support that is required for programs to enrich the lives of children.

Beth M. Miller breaks down the current after-school programs into three categories: school-age child care, youth development programs, and educational after-school programs. The differences? School-age child care programs, according to Miller, provide after-school supervision, the accountability falls to the licensing and accreditation of the program, and are mostly funded through parent fees.

Youth development programs are run by youth workers who prevent risky behaviors and the outcomes are evaluation based. Educational after-school programs use school achievement tests and state standards-based testing to measure academic improvement in their participants. The object is to increase academic prowess. Taught mainly by teachers, these programs focus heavily on academics.

Most programs find themselves precariously stretched between these expectations. From enrichment to reducing crime rates, to better self-esteem and higher grades, there is no simple answer to everyone's needs.

In the *Children's Advocate* March/April 2001 issue, the editors also highlight the Mott Foundation funding streams, and results of national polls that show overwhelming support of governmental funding for school-age care. The issue profiles several programs as well as the multiple hats that these programs wear and the expectations that parents, teachers, communities, and taxpayers have.

The Advocate: www.4children.org
Educational Leadership: el@ascd.org

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July 2001

PERIODICALS

RESOURCES

Web Discussions

HandsNet is an online discussion hub that has launched several new topics recently. Community and Economic Development, Faith-Based Organization and Welfare Reform, and Child Support Guidelines are among the many discussion groups. Your first 30 days are free, so go to: **www.webclipper.org/register1126/register.htm**

Science Ideas

Libraries for the Future have developed an after-school program to interest girls 8-14 in math, science and technology called Imagination Place! See examples of their work at:

www.lff.org

Youth Services Catalog

The National Resource Center for Youth Services at the University of Oklahoma has a comprehensive catalog of resources for those that work with children and families. From recognizing depression to conflict resolution, group games to designing student leadership programs, this catalog has resources for school-age, older kids and teens. To receive a catalog, call 800-274-2687 or visit their website at:

www.nrcys.ou.edu

Youth-At-Risk Conference

The 13th Annual Youth-at-Risk Conference will take place February 24-27, 2002 at the Westin Savannah Harbor Resort. This event is hosted by the College of Education at Georgia Southern University. For more information call Sybil Fickle at 912-681-5555 or go to their website: **www2.gasou.edu/contedu/yat2002.html**

Growing evidence suggests that after-school program participation is associated with higher grades and test scores, especially for low-income students.

- Educational Leadership/April 2001

Volume XXI #12 The Newsletter for School-Age Care Professionals August 2001

School-Age NOTES

ISSN0278-3126 © 2001 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Supporting Family Diversity

by Brooke Harvey, NIOST

One of the leading goals of most after-school initiatives across the country is to create safe environments or "safe havens" for children and youth. 'Safety' implies that children are free to be themselves, unhindered by fear, shame or injury. When young people feel safe, they have the opportunity to reach the other goals that after-school programs aspire to such as improved relations with peers and adults, improved self-esteem, and academic readiness. While we consider the physical safety of our children, we must also consider their emotional safety.

After-school programs create emotionally safe environments when they promote awareness and design curriculum that encourages diversity and supports inclusion and acceptance of all their participants. As educators, we have been aware of the importance of diversity education for many years now, but across the country, some areas of diversity, such as family diversity, are still ignored. As a result, children and youth may suffer the consequences of our oftentimes innocent lack of awareness and insensitivity.

The meaning of "family" has become increasingly broad for American children.

The meaning of "family" has become increasingly broad for American children. Today, a family cannot be defined simply as two adults of the same race, opposite genders, raising one or more biological or adopted children. One of the ways we can keep our children emotionally safe is by modeling open-minded, inclusive behavior and by respecting and supporting their familial origins.

When children feel that their family is acknowledged and respected, there is a greater opportunity to promote harmony and positive partnerships between families and after-school programs.

All over the world, families are constructed with the common denominator of love but not necessarily blood. Families may include adopted children, grandparents, step-parents and siblings, extended family, or family friends as part of the "nuclear family."

There may be more than one (or several) ethnicities, nationalities, religions and languages spoken within the family. There may be one, two, or several parents and caregivers, including step-parents and same-sex parents.

Yet all of these families have a common goal: to raise healthy, happy and well-loved human beings. We as educators and role models may consider stretching our definition of family to include all people who come together to love, guide and support us as individuals in order to support those goals.

Here are a few suggestions of ways to

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This erport is written exclusively for SAN readers.

21st CCLC Block Grant

Expect to apply to your state government next year if you want a 21st Century Community Learning Centers grant. Both Houses of Congress have approved education reauthorization bills that would convert the program into a block grant.

The Senate also added provisions calling on senior citizens to volunteer in the programs and requiring grantees to work with experienced after-school providers such as YMCAs, YWCAs, Police Athletic Leagues, Boys and Girls Clubs and Big Brothers/Big Sisters "to the maximum extent practicable." States could use 10% of the money for activities such as technical assistance, up to 3% for review and supervision, and 3% for evaluation. States would not give grants of less than $50,000 to local communities. The House approved an amendment that would allow grantees to meet matches with in-kind donations.

A conference committee still has to iron out major differences in the two versions of the Better Education for Stu-

(continued on page 2)

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Intergenerational Activity Ideas

This summer we brought you Sue Lawyer-Tarr's article on intergenerational programming, involving school-agers and the elderly. Here are more of her activity ideas.

- **Visit a retirement center and put on a play** that involves some audience participation. Examples: singing old songs that everyone knows, counting together, stomping their feet or clapping hands to a rhythm or whistling. Have the children take cookies and punch to serve the seniors. Children enjoy visiting with seniors after the play and enjoy hearing the seniors talk about their acting ability. Encourage as much interaction as possible. Children can hand out programs and song sheets and deliver each with a hug.

- Have children create **special hug card coupons for seniors** and give them to seniors when they visit at senior centers. They can take a few extras home to give to their grandparents and senior neighbors. Seniors are often touch hungry.

- Have **children coach seniors on the use of computers**. This is an area where the children can really help our seniors!

- The "Kids Care Clubs" Web-site, **www.kidscare.org**, has wonderful ideas for intergenerational activities. Deborah Spaide's book "Teaching Your Kids To Care", and her video, "Kid's Care Club Introduction", will help your group get going on intergenerational and community service projects.

- The **National Campaign For Tolerance**, Sponsored by the Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104, web site at www.tolerance.org has magazines, videos and curriculum available free to groups working with children to promote positive values and intergenerational and cultural diversity.

Washington Notes

(continued from front page)

dents & Teachers Act. (*See the July issue.*) The Senate's bill includes the following for Safe & Drug Free Schools: $700 million for State Grants, $150 million for National Programs, and $75 million for National Coordinator activities. States can give the money to local school districts for after-school activities. DoE would give national grants directly.

Committee Approves Prevention Reauthorization

The House Education & the Workforce Subcommittee on Select Education approved the Juvenile Crime Control & Delinquency Prevention Act of 2001 (H.R. 1900), which would reauthorize the Juvenile Delinquency Prevention Block Grant through FY 05, which grantees can use for after-school programs for at-risk youth and those in the juvenile justice system. The bill specifies no funding levels.

Tax Code Provisions Lessen Costs

That tax refund you're waiting for won't be the only benefit you get from the recently-enacted tax bill. The new law also includes two changes to the Internal Revenue Code that will make paying for school-age care more affordable. The changes, however, do not go into effect until 2003.

First, the bill expanded the Dependent Care Tax Credit from $2,400 to $3,000 for one child and from $4,800 to $6,000 for more, making it easier for parents to pay for care. The bill also expands the maximum credit from 30% to 35%, phasing down starting at $15,000 of adjusted gross income to 20% at $43,000.

Second, the tax bill created a new Employer-Provided Child Care Credit, which will allow businesses to take a credit for 25% of child care costs such as tuition and 10% of resource & referral expenses to a combined maximum of $150,000/year.

Letters to the Editor

*In June, Charles Pekow investigated movie licensing in terms of viewing vidoes in after-school programs. If you have more questions, turn to page 6 for another article or contact the Motion Picture Licensing Corporation at **www.mplc.com** or Movie Licensing USA at **www.movlic.com**.*

Thanks for the great article on Movie Licensing (June 2001). We have been looking for new options for our Disney videos (use them as bookends, portable writing desks, Bingo prizes. . .) because we thought we were no longer able to show them with our license. We had also had no luck in discovering who did license Disney. Now we know AND we found out that we were "grandfathered" in for the rest of this year. Something MPLC hadn't shared with us before. Your timing with the article was perfect. Thanks.

Terry Wellumson, Manager
Edina KIDS Club
Edina, MN

In February, we found this note scribbled on the back of a return envelop in large black marker: **"Please renew this. It is one of the best resources I have!"** Thank you. We hope that we continue to help you run your programs more efficiently.

School-Age NOTES

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Diversity

(continued from front page)

support family diversity within your programs:

Policy Change

Create a general policy of inclusion, which includes family diversity. Encourage youth involvement in creating such a policy. Create opportunities for youth, families, staff, and community to discuss the policy, and promote understanding of why the policy is important. This policy should be visible in all after-school classrooms, and referred to when needed. It is the responsibility of everyone, but especially the adults to model the policy.

Enforce a "zero tolerance" policy regarding words that discriminate, oppress, shame, or threaten. Offer staff training to discuss why the policy is important (When asked, our children can usually offer all the reasons for its importance!) and offer strategies to model and support the policy.

Allow the child to identify and refer to the members of his or her family, without being contradicted. Make sure that all staff members are familiar with the family members of each child so that they are greeted warmly and respectfully. Encourage staff and children to adopt appropriate language that includes and supports different kinds of families; language that does not make assumptions (i.e. parent or caregiver instead of "mom-and-dad.")

Curriculum

Use or create curricula about family diversity. Create opportunities for children to draw and explain family representations, create family trees, bring in photographs, or bring in their family members. Encourage open discussion. Introduce new definitions of family. Support curriculum by having books available that show family diversity. In programs for younger children, read aloud and follow up with group discussion.

Resources

Derman-Sparks, Louise, and the A.B.C. Task Force. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, DC: NAEYC.

Family Diversity Projects, Inc.
www.lovemakesafamily.org
Photo exhibits, books, and related curriculum on family diversity including: *Love Makes a Family: Gay, Lesbian, Bisexual and Transgender People and Their Families; Of Many Colors: Portraits of Multiracial Families; Nothing to Hide: Mental Illness in the Family; In Our Family: Portraits of All Kinds of Families.*

Teaching Tolerance
www.teachingtolerance.org
A national education project dedicated to helping teachers foster equity, respect and understanding in the classroom and beyond.

www.womedia.org/our/elem.html
It's Elementary: Talking About Gay Issues In School. Documentary film by Academy Award winning director Debra Chasnoff and producer Helen S. Cohen.

Regardless of our personal beliefs, keeping children safe is always our highest goal. Our assumptions can shame or disempower children and enforce stereotypes among the group. When children feel that their family is acknowledged and respected, there is a greater opportunity to promote harmony and positive partnerships between families and after-school programs.

Every-other month the National Institute on Out-of-School Time contributes articles to SAN. NIOST is a part of the Center for Research on Women at Wellesley College. They can be visited online at www.niost.org.

Hispanic Heritage Month

September 15 - October 15

Below are some useful links as you prepare for Hispanic Heritage Month. Look for a special activities page next month in School-Age NOTES. We urge you to explore all of Latino culture: from South America to Cuba and Puerto Rico, Central America and Mexico. What is life like in Equador? Brazil? Costa Rica? Guatemala? Draw maps and learn the names of Latin American countries. Investigate art, dance, music and important historical figures. Examine the Inca and Aztecs, Carnival and Fiesta. Celebrate the contributions of Latinos/Latinas. Learn some Spanish words. Watch videos of salsa, flaminco, tango or other latin dances.

National Register of Historic Places: Celebrate Hispanic Heritage Month
http://www.cr.nps.gov/nr/feature/hispanic/hisp00.htm

The Bakersfield Californian: Important Hispanic Americans
http://www.bakersfield.com/school/hhm/novello.html

Celebrating Hispanic Heritage: Biographies, Timelines, Music, Activities and Resources
http://www.gale.com/freresrc/chh/

Selecting Hispanic Books for Youth
http://falcon.jmu.edu/~ramseyil/mulhispbib.htm

Education World: Lesson Plans for Hispanic Heritage Month
http://www.education-world.com/a_lesson/lesson023.shtml

Virtual Trip to Brazil
http://www.vivabrazil.com/

Look for more ideas next month!!

Icebreakers

September marks the start of a new school year for many children. This means a new classroom, new teachers, and some new friends. Playing icebreaker games is a great way to help the children learn more about one another and facilitate the development of new friendships. The following games can be played indoors or outdoors, and they are appropriate for children of all ages. (In fact, most of them are a lot of fun for adults, as well!)

Bean Bag Toss

Ask the children to sit in a circle. Start the game off by holding a bean bag in front of you and saying your name. Then toss the beanbag to another player, who in turn will catch it and state her name. Continue playing until everyone has had the opportunity to say his or her name. (If the kids are enjoying the game keep it going by adding more information. For instance, the player who catches the beanbag must state her name AND her age. The next time, her name, age, AND favorite color. Keep adding information until the kids begin to lose interest.)

The M&M Game

Pass around a bag of M&Ms, Skittles, or pretzel sticks. (Almost any small snack food will do!) Instruct each child to take as many M&Ms as she thinks she "needs", but don't provide any further instructions. (Do tell the kids not to eat them right away, though!) Once everyone has had a chance to take some candy, ask each child to tell as many things about herself as pieces of candy she is holding. For example, if you took six M&Ms then you must state six things about yourself. Sometimes it is helpful for the teacher or group leader to go first.

Think Fast!

This game is also best played in a circle. The facilitator begins the game by starting a sentence. Each player must complete the sentence as quickly as possible, with little or no pauses in between. Start off with simple sentences and work up to more thought provoking ones. Here are some possible sentence starters. *My name is ... My favorite color is ... For a snack I like to eat .. Something fun I did during my summer vacation is... Something that makes me really happy is...*

Make a Mandala

Many children in your program may have never heard of a mandala. But all kids like to feel special and important. And all kids can take pride in their unique interests and abilities. Therefore, the creation of a personal mandala is something each child can do. A simple definition of a mandala is a drawing in the shape of a circle with designs and symbols to represent the wholeness or meaning of a person's life. Mandalas are believed to have originated in Tibet over two thousand years ago. Cultures from all around the world still make these special drawings.

Help the children to brainstorm, either individually or as a group, a list of things that are important to a person's life. Encourage them to think about things that influence their lives in a big, whole way (such as love, family, religion, friendship, music) rather than the more tangible things like McDonald's hamburgers or video games. Once each child has made a list, he must think of symbols to represent each of these items. (For example, he might draw a cross to symbolize God, or a heart to symbolize love.)

Next give each child a piece of oak tag cut in the shape of a circle. A white paper plate works, too. Children should draw the most important symbol in the center of the circle and then arrange the other symbols around it. Color is very important in a mandala. Use crayons or colored pencils to color all around the symbols in favorite colors. When the mandalas are finished, hang them up around your program and let the kids try to guess who each mandala represents.

Crazy Concoctions

Fun and Fruity Lip Balm

If the windy autumn days have given you a case of chapped lips, don't despair. Just mix up a batch of this yummy lip balm. It's easy to make, but an adult should supervise use of the microwave oven. Mix together 2 T of solid shortening and 1 T of powdered drink mix in a small microwave safe bowl. Microwave the mixture on high for approximately 30 seconds, or until it becomes a liquid. Pour the mixture into a small, clean air tight container, such as an empty plastic Easter egg or a film canister. Refrigerate for a half hour until the lip balm is firm.

Gooey Paint

This sticky paint produces a smooth texture and bright vivid colors. It's also completely edible, but ... eew! It's not likely to taste very good! For each color of paint you wish to create mix 2 T of light corn syrup with 6 drops of food coloring. Stir well, and you're ready to paint.

Shake It Up Ice Cream

Last month, SAN featured an ice-cream week. Here is one more idea. Make this cold and delicious snack in just a few minutes' time.

Materials required: (for each serving)
2 T sugar
1 C milk
1 tsp. vanilla
6 T rock salt
1 pint size plastic zip-lock bag
1 gallon size plastic zip-lock bag
ice

Procedure:
Pour milk, sugar, and vanilla extract into the small plastic bag and zip it closed. Fill the larger bag half full with ice and add the rock salt. Put the pint size bag inside the gallon size bag and seal it.. Shake the bag for a long time (5–10 minutes). Then open the small zip lock bag and voila – tasty vanilla ice cream!

**Check out the Hispanic Heritage Month Ideas on page 3.
Look for more ideas next month.**

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Gina Campellone* of Glendale WI.

53 Activity Ideas

The minimum number of Activity Ideas in this issue is 53.

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SEPTEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER IS...	Rosh Hashanah, the Jewish New Year, takes place in September, which is **National Honey Month.** A Jewish tradition is to eat apples dipped in honey to symbolize the wish for a sweet year ahead.	**Library Card Sign Up Month.** Visit a library or distribute info about how to obtain a library card. Or start a small lending library right at your center.	**National Courtesy Month.** Spend some time talking about what it means to be courteous and why it's important. Give a high-five whenever you "catch" someone showing courtesy.	**International Square Dance Month.** Teach the kids some simple square dance steps. Many libraries have instructional square dance videotapes.	**Classical Music Month.** Each day during snack or art time play classical music by a different composer. Prokofiev's *Peter and the Wolf* is particularly kid-friendly.
SILLY SEPTEMBER DAYS	September 3 is **Skyscraper Day**. Have the kids work in teams to see who can build the tallest freestanding skyscraper using blocks, building blocks, etc.	September 10 is **Swap Ideas Day**. Make a "Good Ideas" box. Invite the students to drop ideas for activities, snacks, and so forth in the box. Later read them out loud to the group.	September 18 is **National Play-doh Day**. Celebrate by making and playing with an assortment of play dough recipes.	September 22 is **Dear Diary Day**. Create simple diaries. Discuss different kinds of diaries people keep, such as travel journals, thoughts and feelings, daily happenings, poetry, etc.	September 26 is **National Pancake Day**. Bring in a griddle and make pancakes for snack. Try adding chocolate chips, blueberries, or mashed banana.
LET'S MOVE	Set up an **indoor obstacle course** using the furniture as props. For instance, wriggle underneath three chairs, crawl beneath the table, etc.	How differently do animals move compared to humans. Observe squirrels, dogs, cats, etc. and see if you can copy their posture and movements.	Partners to stand facing one another, one child moves his arms or legs, or changes his facial expression and the partner acts as a **"mirror"** and tries to copy the movements.	See how many children can **stand on an inner tube** at one time. It takes balance and cooperation.	To **calm things down** try some soothing relaxation routines, such as simple yoga or stretching exercises.
MAKE YOUR OWN...	**Autumn necklace.** Collect acorns or chestnuts and use a large needle to string them on fishing line.	**Giant map.** Use sidewalk chalk to draw a huge map of your town on the parking lot. (Section off an area with cones to keep cars away while the kids work.)	**Rubber stamp.** Cut a thick rubber band into pieces. Make a design with the pieces and glue them onto a square of cardboard. Allow to dry, then stamp on an ink pad.	**Tattoo paint.** Mix 1 T. cold cream, 2 T. cornstarch, & 1 T. water. Add a few drops of food coloring and stir. Paint tattoos on skin using a small paint brush. Washes off easily with soap and water.	**Stickers.** Combine 4 T. hot water and 2 T. flavored jell-o. Carefully brush the mixture onto the back of a small drawing or picture. Allow to dry thoroughly. Just lick the back and stick it.
WHAT NEXT?	Have a **nursery rhyme trivia quiz**. Who ate curds and whey? Who fell off the wall?	Make a **thumb print poster** of all the kids in the program.	Use the bottom of your shoe to make a textured crayon rubbing. Then add wiggly eyes, a pipe cleaner mouth, etc. to create a **silly monster**.	Divide into several teams. Each team gets a bag with 5 different items in it, (a hat, a sock, a soccer ball, or whatever.) Each team makes up a **skit** using all the items in their bag as props.	**Play shoe store.** Ask for donations of old shoes – dressy shoes and high heels are particularly fun. Display the shoes, give out play money, and a ruler for measuring shoe size.
BREAKFAST	September is **National Better Breakfast month.** Cut pictures from magazines to make a collage of healthy breakfast foods.	**Take a survey** to find out what each student ate for breakfast. Make a chart to display the results. Ask the kids to vote for their favorite kind of breakfast cereal.	**String O shaped cereal on yarn**. Use these garlands of cereal to decorate the trees outside. The birds will enjoy this tasty snack.	Make **oatmeal play dough** by mixing 1/2 c. flour, 1/2 c. water, and 1 c. rolled oats. If the dough is too sticky add a bit more flour.	**Serve healthy breakfast** foods instead of the regular snack one afternoon. Try whole wheat toast, bagels with peanut butter, hard boiled eggs, or yogurt topped with fresh fruit.

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More on Movies:

Why You Need a License

In June, we brought you Charles Pekow's article about licensing movies and videos for screening in after-school programs. Movie Licensing USA recently mailed a letter to the NSACA conference participants which offered additional information on the subject and their services. Here is some of what we learned.

We may fast-forward past the screen at the beginning of our motion picture videos or DVD's that states that the copy is intended for home use only. We do not bother to read that other showings are in violation of copyright laws.

You just want to show a movie to your school-agers, right? Entertain them on a rainy day, have a pizza party with the latest Disney release, etc. But you cannot just 'pop in a movie' without a license from the appropriate company.

Charles Pekow covered some of the confusion regarding which type of program needs to get permission from which company in June, but here is an explanation as to why. While the movie studios and distribution companies sell you their movies, they only are selling you the right to watch it in your home.

They control all other performance rights associated with their films and provide royalties to the actors and film makers who created the work. Royalties are the major way publishers, writers, composers, software developers, playwrights and movie production crews are paid for their work. By working with a licensing company such as Movie Licensing USA or the Motion Picture Licensing Corporation, you are getting, in a sense, a permission slip to show movies in your program.

Why should you have to? Unless you are a teacher, in attendance at the screening, and the movie is "an essential element of the current curriculum," you will need to have a license. "Space Jam," "Rugrats in Paris," "The Wizard of Oz," or "101 Dalmations" would rarely qualify under these specifications.

It does not matter that you do not charge admission, or whether you are for-profit or non-profit. In fact, the standard license for after-school programs, a Public Performance Site License, does not include showings where admission is charged.

Movie Licensing USA has a list of suggestions on how your school or program can benefit from the license:

- Student Rewards
- Rainy days
- Children's entertainment during PTA or PTO meetings
- Lunch Hour movies
- Summer camps
- Holiday events
- Bus trips
- Film clubs
- Movie nights
- Staffing emergencies

You can use videos from any legitimate source: a rental store, staff or students' homes or from a library. The licensing companies do not sell you the movies—just the rights to view them in a public setting.

Just keep in mind that although some employees of stores or other vendors may tell you that the copies of the movies that they want to sell you are 'pre-approved' for public performance, this is not the case.

Only one of the licensing companies can grant you the rights. For example, all movies produced and distributed by Walt Disney Pictures, Touchstone Pictures, Hollywood Pictures, Columbia Pictures, TriStar Pictures, Paramount Pictures, DreamWorks Pictures, Metro-Goldwyn-Mayer, United Artists and Warner Bros. are licensed through Movie Licensing USA.

For more information, please contact either Movie Licensing USA (ww.movlic.com) at (877) 321-1300 or the Motion Picture Licensing Corporation (www.mplc.com) at (800) 462-8855.

What's the Latest Fad?

by Caulyne Burton, Managing Editor

I will betray my youth by divulging this, but I clearly remember Cabbage Patch Kids, jelly-sandals, charm bracelets, and anything Michael Jackson or Star Wars overrunning my elementary school. Then we watched those younger move from Thundercats to He-Man to the Power Rangers, to pogs, to that "just-hook-one-of-your-overalls-straps" phase, electronic pets, Pokemon to scooters, and so on.

Every age group has fond, if not somewhat embarrasing, memories of the hot new toy, the TV show that was a must to watch, and what bit of merchandise or knowledge created an instant status symbol.

What are the latest trends? Well, no one really knows until the marketing schemes either work or don't. One of the goals of the SAN newsletter is to try to keep on top of the trends so that you are more prepared to handle the influx of whatever the hot toy of the moment may be. However, we welcome your letters and input-- you know your kids better than we do! Drop us a note and let us know what the must-have's in your part of the world are.

We can tell you to expect a resurgence of Harry Potter-mania when the movie is released this fall. And perhaps some "Lord of the Rings" merchandise in conjunction with it's release , also this fall. The Lego company is releasing a new line of merchandise called "Bionicle" which has it's own elaborate mythology and computer-related tie-ins. You can visit their website at **bionicle.com**.

It doesn't look as though the bubble-gum pop of N'Sync, the Backstreet Boys, Christina Aguilera or Britany Spears is going away-- in fact, expect even more danceable teen-created music in the future. Until the next trend or fad comes along, that is.

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2,780 Compete for 21st CCLC Grants

Highest Number for Any Education Department Competition

The largest number of applications for an Education Department competition, 2780, were recently evaluated and narrowed down to 308 school-districts to establish 1,420 rural and inner-city school centers. The new awards, which include 47 states and the Marshall Islands, bring the total number of 21st Century Community Learning Centers three-year grants awarded to 1,578, supporting 6,800 centers, 1.2 million children and 400,000 adults.

A press release and list of winning grantees has been posted on the 21st CCLC website. It can be accessed by visiting:

www.ed.gov/21stcclc/

The 21st Century Community Learning Centers Program seeks to keep children safe, academically enriched, and to expand their learning opportunities in rural and inner-city areas. The school districts work in collaboration with other public and non-profit agencies, organizations, local businesses, post-secondary institutions, scientific and cultural organizations and other community entities.

While there may be changes in the manner that the funds are distributed, (from a national level to the states in the form of block grants) *(see page one)* there is no doubt that the funding is making a difference in the communities that receive the grants.

A US Department of Education report states that at least 8 million children are left alone and unsupervised after school. But children in over 900 communities now have an alternative through the 21st CCLC grants. "Safe and Smart: Making After-School Hours Work for Kids" (June 1998), a joint report from the Departments of Education and Justice, found that after-school programs increase the safety of children, reduce their risk-taking, and improve learning.

Though the processes associated with applying for government funds to support after-school may change, hopefully our lawmakers will continue to see after-school programming as a worthwhile endeavor. Former President Clinton made the programs a priority, and it appears the new administration and congressional members will do the same.

The record breaking number of applicants alone should be a sign that these programs have support in their communities and are desperately needed in order to positively change the quality of life for school-age children and their families in rural and inner-city schools. ✤

Name Change

School's Out Consortium has changed its name to "School's Out Washington" for more information, contact them at (206) 323-2396 or at their website at:

www.schoolsoutwashington.org

SAC CONFERENCES

WASHINGTON August 3-4, 2001
Annual State Conference, Wenatchee
Contact: Sarah Mello Temple 206-323-3296

GEORGIA September 21-22, 2001
Georgia School-Age Conference, Atlanta Marriot
Century Center Hotel
Contact: 404-373-7414

SOUTH DAKOTA October 12-13, 2001
SoDakSACA Conference, Spearfish
Contact: Krista Rear 605-539-9500

FLORIDA Oct. 25-27, 2001
State Conference, W. Palm Beach
Contact: 1888-438-2123 www.fsaccc.org

OLDER KIDS CONFERENCE Oct. 25-27, 2001
8th National Older Kids Conference,
West Palm Beach
Contact: 1-888-438-3123
www.fsaccc.org

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527

ARIZONA November 17, 2001 NEW!
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370
wtolbert@pvusd.k12.az.us

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051
or jc-indep@missouri.edu

Cooperative Sports and Games is no longer available.

Due to an oversight, it was included as a part of a recent flyer. Please make a note of this should you purchase any books from our "Summer Ideas" flyer.

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PERIODICALS

AUGUST 2001

RESOURCES

World Pen Pals

Students wishing to correspond in English with a new friends can receive an application by mail, internet, phone or fax by contacting:

World Pen Pals, P.O. Box 337 Saugerties, NY 12477, Phone: (845) 246-7828 or online at:

www.world-pen-pals.com

Youth and Family Catalog

The National Resource Center for Youth Services which is a part of the University of Oklahoma in Tulsa, has a free catalog filled with resouces for those who work with youth and families. To receive a catalog, call Rhonda at 918-660-3707 or email Rbaker@ou.edu. Or visit them online at:

www. nrcys.ou.edu

Hispanic Culture & Native American Books

Clear Light Books offers two culturally themed catalogs, one on Hispanic culture, and the other on Native Americans. Inside, you'll find materials and resources from children's books, bilingual stories, activity and craft books, cookbooks, art and culture books, historical reference, collector's guides, and adult reading. To receive a catalog, call Clear Light Books at 800-253-2747 or visit them online at

www.clearlightbooks.com

SECA Website

The Southeastern Early Childhood Association has announced a new listserve and website. Visit them at:

www.SouthernEarlyChildhood.org

Hispanic Heritage Month is September 15 through October 15. Check out the websites on page 3 and look for more activity ideas in next month's issue!

Older Kids Resources

Free Spirit Pubishing offers a wide range of materials focusing primarily on older kids and teens, although they do carry school-age appropriate books. Meant for both staff and the children themselves on a wide range of social and academic issues, these books are easy-to-understand and informative.

For a free catalog, call 1-800-735-7323.

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